UNIVERSITY OF PENNSYLVANIA

PRIVATE SECONDARY EDUCATION FOR BOYS IN THE UNITED STATES

ROBERT DANFORTH COLE

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

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TO MY MOTHER

FOREWORD

The accomplishment of such an investigation as this would have been impossible without the assistance and cooperation of numerous persons, most of whom the limitations of space prevent listing by name. Acknowledgment is gratefully made, however, to the various publishers from whose books permission was granted to employ the quotations used. Thanks are due a host of busy administrators, both of public and private schools, who took the time to answer the questionnaires and letters addressed to them. The encouragement given by Dr. Mather Almon Abbott, Headmaster of the Lawrenceville School, Lawrenceville, New Jersey, and his kindness in permitting the use of certain vital data were potent factors in carrying the work through to completion. A debt of gratitude for helpful criticism in the revision of the material is due the members of the Seminar in Educational Administration at the University of Pennsylvania and especially to Doctors LeRoy Albert King, Francis Marion Garver, and Wren Jones Grinstead who acted as a Thesis Committee. Above all, thanks are due to Dr. LeRoy Albert King, whose unstinting attention and patience, constant guidance, and scholarly spirit furnished the dynamic inspiration for this study.

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I

Introduction

Purpose of the Study and Definition of Terms

The purpose of this study is to present a broad, general picture of private secondary education for boys as it exists in the United States. Private education is understood to mean that which involves a payment direct to the school, or to an organization controlling the school, for tuition or for tuition, room, and board. It also means that education which is not under the direct administrative control of the public school authorities. By secondary education is meant that given in grades seven to twelve inclusive or their equivalents. The following types of schools, however, are not included: (a) those directly under public control even though a fee is charged, such as the New Mexico Military Institute, and (b) schools for practice teaching which exist as adjuncts to state universities; (c) private commercial schools not under sectarian control; and (d) evening schools of various kinds.

As late as 1918 the normal situation in the United States in the public school system was that of a four-year high school sequentially related to an eight-year elementary school.[1] To some extent before and to an appreciable extent since that date the plan of a six-year elementary school and a six-year secondary school, usually divided on the six-three-three basis, has been widely adopted. Since many of the private schools studied form a unit of more than four years and since the movement in public secondary education is in this direction, the seventh grade is selected as the lower limit of secondary education for the purposes of this study. That the term means more than simply grades nine to twelve is the assumption of the Commission on the Reorganization of Secondary Education of the National Educational Association,[2] and that followed by

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[1] Inglis, A. J. Principles of Secondary Education. Boston: Houghton Mifflin Company, 1918, p. 274.

[2] "Cardinal Principles of Secondary Education." U. S. Bureau of Education Bulletin, 1918, No. 35. Washington, 1918.

prominent writers on education since its publication.[3] This report, in turn, is the expression of the theories which had been forming in Europe and the United States since about 1890.

Scope and Plan of the Study

The scope of the study is seen from the titles of the chapters. Chapter II presents certain general statistics dealing with the number of private secondary schools for boys, the number of boys enrolled, and the types of schools which exist. Chapter III deals with the legal principles underlying their existence and the legal restrictions which limit their organization and administration. Chapter IV studies their aims, their curricula, and other methods employed to carry out their aims. Chapter V treats of their personnel, both student and faculty; Chapter VI of their organization and administration; and Chapter VII of the results which they have attained and are attaining. Chapter VIII outlines their present and probable future trends and their place in an American democracy. In Chapter IX a summary is presented, setting forth such conclusions as the data warrant.

On certain of these points the definite attempt is made to present complete information. These are the number of schools, their distribution by states, their classification into different types, and the legal basis of their organization and administration. In other phases of the study the data presented represent a sampling based on the relative importance of the schools. This is the case in such matters as aims, curricula, methods, and some phases of personnel. On other points type studies are given either because limitations of space prevent more extensive treatment, or because enough data could not be secured to make a legitimate sampling. These type studies are found in the

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[3] Briggs, T. H. The Junior High School. Boston: Houghton Mifflin Company, 1920. Chapter I.
Douglass, A. A. Secondary Education. Boston: Houghton Mifflin Company, 1927. Chapter I.
Koos, L. V. The Junior High School. New York: Harcourt Brace and Company, 1920, pp. 13–15.
Morrison, H. C. The Practice of Teaching in the Secondary School. Chicago: University of Chicago Press, 1926, p. 7.

treatment of organization and administration, the results obtained, and the remaining phases of personnel. Comparisons with public secondary schools are made in such places as there are significant agreements or divergences.

In dealing with present and probable future trends of private secondary schools for boys and their place in an American democracy, quantitative material is lacking. The conclusions reached on the first two points are drawn from the data presented in the previous chapters or from an examination of what little literature there is on the subject. In describing their place in an American democracy much, of course, must be drawn from current opinion, and the question enlarged to include all private education. The definite attempt is made to select only such opinion as may be considered authoritative. This subject is a matter of such controversy that no attempt is made to treat it fully.

An attack on or a defense of private education is not contemplated; rather, it is intended to reveal by a sufficiently broad survey the actual facts as they exist. Whether one believes in them or not, whether they retard the development of public education or not, and whether or not, in the light of the amalgamating purpose of public education, they are theoretically justifiable, private schools of many varied types do exist, and they do enroll the sons and daughters of many prominent citizens. As a result of the decision in the Oregon case, they apparently will continue to exist. Therefore, an intensive consideration of them seems opportune. This study attempts to investigate thoroughly the one phase of private education which has to do with boys in grades seven to twelve.

Sources and Method

A preliminary investigation showed that there were no satisfactory data bearing on the number of private schools admitting boys, nor upon the number of boys enrolled in them. Four sources only were available which gave any detailed information: a bulletin of the United States Bureau of Education,[4] Sargent's

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[4] "Statistics of Private High Schools and Academies, 1923–1924." U. S. Bureau of Education Bulletin, 1925, No. 23. Washington, 1925.

"Handbook of Private Schools",[5] Patterson's "American Educational Directory",[6] and the reports of various Church Educational Boards.[7] The first was insufficient in that it contained data only to the end of the year 1924, it included only grades nine to twelve, and it contained only schools reporting to the Bureau. The information given in Sargent's and Patterson's "Handbooks", though extremely helpful, was inadequate and, as subsequent events proved, sometimes inaccurate. Data from Church reports, of course, bore only on the schools of a particular sect.

It was decided, therefore, to formulate a questionnaire a copy of which follows.

DEAR SIR:

I am making a study of Private Secondary Education for boys and wish to ask your co-operation, if you care to give it, to the extent of answering the questions listed below. There are some questions which I realize are confidential and which you may not care to answer; there are others which may take too much of your time. Will you, however, answer those that you feel you can and omit the remainder? You may underline or fill in the blanks on this sheet and return it to me in the inclosed stamped envelope. Any printed material such as catalogues, financial statements, reports to Trustees, outlines of peculiar methods employed, etc., which you may care to send me will be most gratefully received.

Sincerely yours,

ROBERT D. COLE.

1. In what year was your school founded? ( ).
2. What is the type of your school? Underline the proper forms.
   a. Co-educational, Boys'.
   b. Day, Boarding, Military, Country day, Tutoring.
3. Of what religious denomination is your school?
4. Is your school incorporated?

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[5] SARGENT, P. Handbook of American Private Schools, 1925–1926. Boston: Porter Sargent, 1926.

[6] PATTERSON, H. L. (Edited by) American Educational Directory. Chicago: American Educational Company, 1926. Volume XXIII.

[7] For a list of the various religious educational boards see "Educational Directory." U. S. Bureau of Education Bulletin, 1926, No. 1. Washington, 1926.

5. Is your school: Underline the proper designation.
   a. Run for individual profit?
   b. Non-profit making under Board of Trustees?
6. What is the cost of attending your school?
   a. If day school, tuition? ( ).
   b. If boarding school, the inclusive cost? ( ).
7. What is your permanent endowment? ( ).
8. How many teachers does your school employ? Men ( ), Women ( ). Include instructional and athletic staff but exclude non-instructional and business staff such as workmen, secretaries, nurses, etc.
9. What is the length of your course? Grade ( ) to Grade ( ).
10. What was the number of boys in grades 7 to 12 in the year 1925–1926? ( ).

School.....

Location.....

During the summer of 1926 this questionnaire was sent to every private school in the United States which admitted or was thought to admit boys except to those from which catalogues had already been received during a preliminary investigation. In all, 2500 copies were sent out to which about a thousand replies were received. Since it was thought that the reason for not answering the questionnaire was partly due to its having been received during the summer vacation, a second copy was sent during the fall of 1926 to those schools not answering. Meanwhile the "Directory of Catholic Colleges and Schools"[8] had been published, so no further attempt was made to secure information from Catholic schools. It was assumed that the information given in the Directory was sufficiently accurate for these schools; though where answers to questionnaires had been received, the information contained in them was used instead of that given in the Directory. The existence of certain schools not indicated in any of the previously mentioned sources was discovered in a government publication;[9] and to these, too,

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[8] CROWLEY, F. M. and DUNNE, E. P. (Compiled by) Directory of Catholic Colleges and Schools. Washington; National Catholic Welfare Conference Bureau of Education, 1926.

[9] "Statistics of Universities, Colleges, and Professional Schools, 1923. 1924." U. S. Bureau of Education Bulletin, 1925, No. 45. Washington, 1925–

questionnaires were sent as well as to those listed in the reports of certain State Commissioners of Education.

Appendix A—hereafter referred to as the "master table"—is a list of non-Catholic schools known to admit boys. The Catholic schools are not listed by name in the table, although their totals, as ascertained by questionnaires and in the Catholic Directory, are included. There is no means of knowing whether it contains the names of all non-Catholic schools, but it is as complete as possible from the data at hand. The information concerning 865 of the schools is from primary sources such as the questionnaire, letters, and school catalogues; for the remainder, the sources are secondary and as indicated in the table. As given, the table is a composite from all the sources, and accurate to the extent that the sources themselves are accurate.

Elsewhere such primary sources were used as school catalogues, letters from administrative officers, school publications, legal decisions, and personal investigations; while secondary and tertiary sources include articles, books, reports, and publications of all description. In every case credit is given for the material used in such a way that it may be recognized as primary or otherwise.

The Background

Because of continental tradition and environing conditions American schools in colonial days passed through various stages of evolution until by 1750 there were three type attitudes;

> The first was the strong Calvinistic conception of a religious State, supporting a system of common schools, higher Latin schools, and a college, both for religious and civic ends. . . . The second was the parochial school conception of the Dutch, Moravians, . . . Quakers, Presbyterians, Baptists, and Catholics. . . . It stood for church control of all educational effort, (and) was dominated only by church purposes. . . . The third type, into which the second tended to fuse, was the attitude of the Church of England, which conception of public education, aside from collegiate education, was intended chiefly for orphans and the children of the poor, and as a charity which the State was under little or no obligation to assist in supporting.[10]

[10] CUBBERLEY, E. P. Public Education in the United States. Boston: Houghton Mifflin Company, 1919, pp. 23–24.

From the first, the "compulsory-maintenance" attitude of New England, by a later separation of the Church and State, came the evolution of our modern state systems of public education; therefore, it does not concern this study.

The influence of the second and third attitudes is seen clearly in the origin, development, and conditions of present day private schools. Table I shows the date of founding of 926 private boys' or coeducational schools. Excluding Dummer Academy and Nazareth Hall as academies, there are thirteen such schools still in existence which had their beginning in the Latin grammar school of colonial times—in Connecticut, Hopkins Grammar School (1660); in Massachusetts, Hopkins Academy (1664) and the Roxbury Latin School (1645); in Delaware, Friends' Academy of Wilmington (1748); in Maryland, West Nottingham Academy (1741); in New York, the Collegiate School (1633); in New Jersey, Rutgers Preparatory School (1776); and in Pennsylvania, Friends' Select and Penn Charter (1689), Abington Friends' School (1697) and Germantown Academy (1760). These are all direct descendants, though with changed practices to meet modern conditions, of the religio-civic and parochial attitudes of colonial times as exemplified in the Latin grammar schools.

From about 1770 on a new type of secondary school developed —the academy—designed to better meet contemporary needs. Dummer Academy in Massachusetts, and Nazareth Hall in Pennsylvania dispute the primacy, though Dummer is generally accorded the honor.[11] Until the founding of the first public high school in 1821, and for the most part thereafter until the last two decades of the nineteenth century, these new schools, together with the rapidly dwindling Latin grammar schools, furnished what secondary education there was. The table shows that of existing non-Catholic private schools admitting boys, 124 in addition to the thirteen already mentioned—137 in all—were founded before 1850. Inglis gives figures to show that by 1850 there were only sixty-four public high schools in the United States but 6,095 academies.[12] United States Bureau of Educa-

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[11] INGLIS, A. J., *op. cit.*, p. 172.
[12] *Ibid.*, pp. 175 and 195.

tion figures for 1924 show the existence of 19,442 high schools[13] and of 2,124 private schools.[14] Public education has gone ahead by leaps and bounds; while private education, as concerns the actual number of institutions, has lost ground.[15] These several thousand private schools of 1850 have passed away, with the exception of the 137 mentioned, in addition to what few are for girls only, but others have come to take their place.

While the Latin grammar schools were essentially free public institutions, these academies were largely private in control—a legacy of the earlier parochial and charitable attitudes toward education. Their control and support, however, ranged all the way from completely private to practically public.[16] Gradually, and increasingly in the 20th century, the idea of free secondary education under public control became dominant until by 1924 over 90 per cent of pupils enrolled in high schools are in those under public control.[17]

Inglis points out that the effect of the academy system was both good and bad. It introduced or met the conception that secondary education had purposes other than college preparation, and it enriched the course of study. Curiously enough these conditions are seen to have become reversed at present, since the better known schools of the academy type now aim almost exclusively at college preparation; and, consequently, the courses of study offered are quite restricted. Other good features of the academy system at its inception were the popularizing of education, paving the way for the modern idea of universal secondary schooling, and the fact that private initiative fostered secondary education at a time when public authorities either could not or would not do so.

One harmful feature was the performance by the academies of an essentially public service under private and often denomina-

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[13] "Statistics of Public High Schools, 1923–1924." U. S. Bureau of Education Bulletin, 1925, No. 40. Washington, 1925.

[14] "Statistics of Private High Schools and Academies", *op. cit.*

[15] The discussion at this point concerns private schools of all varieties; the figures in table I, of course, refer only to those schools admitting boys.

[16] INGLIS, A. J., *op. cit.*, pp. 177–178.

[17] "Statistics of Private High Schools and Academies, 1923–1924" and "Statistics of Public High Schools, 1923–1924", *op. cit.*

tional control, thus defeating the fundamental concept of separation of Church and State. Since there were no state systems except in New York, standards were not possible except at the caprice of the individual school. Their service in popularizing education has been noted, but a further step was necessary—it had to be democratized, so that equal opportunities were available for all. This was not possible under private control[18]

Even the most cursory examination of existing private schools shows the resemblance to their forebears. Mention has been made of the direct descent of a few schools from the Latin grammar schools. A close study of many of the most prominent private institutions shows the dominance of the college preparatory aim of the earlier Latin grammar school.[19] The parochial attitude is seen in its purest form in the Roman Catholic system of education; and, with a change of purpose, in many denominational schools, softened to a moral or ethical training in place of the older sectarian proselyting. The establishment and maintenance of "Mission Schools" in the Southern highlands by certain religious organizations is a continuance of the pauper-parochial idea dominating colonial education in the South and carries on the tradition of fostering and popularizing education when public authorities do not. The association of the people of a community to secure education for their children —typified by the foundation of so many earlier academies—is seen in the present country day school movement, often aided, now as then, by the liberality of some philanthropic individual. The very names of many private schools are tributes to generous benefactors. Certain colleges formerly found it necessary to establish secondary departments to insure a proper college preparation; these schools still exist, though in decreasing numbers. In some cases academies have become colleges, in others the reverse. Inglis says, "practically every new movement in secondary education has begun in some private or semi-private institution and only gradually been adopted by the public high school."[20] When private education was the only

[18] INGLIS, A. J., *op. cit.*, pp. 182–184.
[19] See Chapter IV.
[20] *Op. cit.*, p. 184.

sort available, such movements had to start in them; but the tradition is being carried on in the various progressive schools and in the use by private universities of certain private schools for experimental and practice purposes.

The last decade has been most fruitful in investigations of almost every phase of public education; few, however, have concerned themselves with even the outstanding facts of private education, none with private education as a whole. It is to furnish a bird's-eye view of one phase of that problem that the present study has been undertaken.

TABLE I

DATE OF FOUNDATION OF 926 NON-CATHOLIC PRIVATE SCHOOLS ADMITTING BOYS

STATE	DATES OF FOUNDATION									TOTAL
	1633 1799	1800 1829	1830 1849	1850 1869	1870 1889	1890 1899	1900 1909	1910 1919	1920 1926	
New England States										
Connecticut	1	1	2	2	5	8	9	8	8	44
Maine	3	11	12	5	3	4	1	1	1	41
Massachusetts	8	5	3	5	11	..	9	5	9	55
New Hampshire	3	5	5	2	2	..	..	1	..	18
Rhode Island	1	1	..	..	..	1	..	1	1	5
Vermont	1	3	4	2	3	..	..	..	..	13
Middle Atlantic States										
Delaware	1	..	..	..	1	..	..	1	..	3
District of Columbia	..	..	..	1	1	..	2	1	..	5
Maryland	3	1	2	1	3	3	1	4	..	18
New Jersey	2	1	3	4	5	2	5	10	3	35
New York	5	3	5	9	17	10	12	23	16	100
Pennsylvania	9	3	5	6	9	4	4	7	4	51
Southern States										
Alabama	..	..	1	2	1	6	6	..	2	18
Arkansas	..	..	..	..	1	2	2	..	..	5
Florida	..	..	..	..	1	..	3	3	7	14
Georgia	..	1	..	2	9	4	9	1	..	26
Kentucky	..	..	2	..	5	4	6	3	1	21
Louisiana	..	..	..	2	1	1	1	3	..	8
Mississippi	..	1	2	1	6	..	1	2	..	13
North Carolina	1	..	1	5	6	6	9	5	4	37
South Carolina	..	..	..	2	4	3	..	3	1	13
Tennessee	1	..	2	6	10	6	9	4	2	40
Texas	..	..	..	..	10	8	10	6	3	37
Virginia	2	..	1	5	4	6	7	7	3	35
West Virginia	..	1	..	1	1	..	2	..	3	8
North Central States										
Illinois	..	..	1	9	7	7	4	7	1	36
Indiana	..	..	1	1	1	2	1	1	2	9
Iowa	..	..	..	7	2	2	4	2	..	17
Michigan	..	..	..	1	3	2	3	2	1	12
Minnesota	..	..	..	4	4	2	7	1	..	18
Ohio	..	1	4	2	7	3	2	5	1	25
Wisconsin	..	..	..	6	2	3	1	1	1	14
Northwestern States										
Idaho	..	..	..	..	1	..	1	2	..	4
Montana	..	..	..	..	..	..	1	..	..	1
North Dakota	..	..	..	..	1	..	..	..	..	1
Nebraska	..	..	..	..	5	6	..	2	..	13
South Dakota	..	..	..	1	2	1	1	..	..	5
Wyoming	..	..	..	..	..	..	..	..	2	2
Southwestern States										
Arizona	..	..	..	..	..	1	1	..	2	4
Colorado	..	..	..	..	..	..	1	1	..	2
Kansas	..	..	..	..	3	2	2	2	..	9
Missouri	..	..	2	3	6	1	2	3	2	19
Nevada	..	..	..	..	..	..	..	..	..	..
New Mexico	..	..	..	..	1	..	..	1	..	2
Oklahoma	..	..	..	..	..	1	1	3	2	7
Utah	..	..	..	..	3	..	..	3	..	6
Pacific Coast States										
California	..	..	..	1	4	..	12	18	8	43
Oregon	..	..	..	..	1	..	4	1	..	6
Washington	..	..	..	..	..	3	1	3	1	8
Total	41	38	58	98	172	114	157	157	91	926

II

General Statistics

In presenting these facts concerning private schools admitting boys in grades seven to twelve, it is important to note that a sharp distinction is arbitrarily made between Catholic and non-Catholic schools, both in the master table and in this chapter.[1] Except for a few minor differences which are pointed out where significant, the Catholic schools of the country show a great similarity of type and are more conveniently treated as a separate group. They are organized on a diocesan plan with the bishop of each diocese as ex-officio head of schools; and each diocese is automonous in the formulation of its own laws, in the devising of its own policies, and in the administration of its own affairs without external interference.[2] Each diocese resembles the state unit of public school administration.[3]

The non-Catholic schools, on the contrary, exist as independent units. They are separate entities, autonomous institutions, doing for themselves as individuals or, in rare cases, as groups what the state does for public schools or the bishop for Catholic educational institutions. Each school or group is a law unto itself. These two types, though fitting the general description of private schools previously given, differ enough to be considered and treated separately.

The private schools[4] contained in the master table are non-Catholic. The data given are derived from the questionnaires, supplemented by whatever secondary sources could be found

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[1] The term "Catholic" as used in this study has the connotation Roman Catholic.

[2] All private schools, Catholic and non-Catholic, are subject, of course, to certain supervision by the state authorities and to certain legal restrictions. These are treated at length in Chapter III.

[3] Ryan, J. H. "A Catechism of Catholic Education." Bureau of Education of the National Catholic Welfare Council. Washington: 1922, p. 12.

[4] The term "private school" as hereafter used in this study is to be understood as meaning private schools admitting boys between grades seven to twelve. Any other use of the term will be indicated or will be clear from the context.

in case the questionnaire was not answered. It is presumed that information given in the questionnaire is authentic; information from other sources is correct only in so far as the sources themselves are correct. The gaps that appear are due to the fact that complete data could not always be found and the consequent necessity of using what was available.

No list of Catholic schools is presented in this study for two reasons; in the first place, to name the 1373 separate schools would take an amount of space all out of proportion to its value; and in the second place, such a list is already available in the "Directory of Catholic Colleges and Schools".[5] In the various tables of this chapter, the data for Catholic schools are taken from this Directory, supplemented by the few questionnaires received from Catholic schools.

The information about the non-Catholic schools gained from questionnaires is for the school year 1925–26. Much of the information from school catalogues is of the same year, although some is for the year 1924–25. The data concerning the Catholic schools represent a combination of statistics for the school year ending June, 1924, and during the year 1925; "they represent perhaps more truly the conditions of the Catholic school system in 1925, since many diocesan superintendents and other school officials found it impossible to forward data to the Bureau until the 1925 school year was under way."[6] The statistics as a whole, then, may be considered to be as of the year 1924–1925.

Number of Private Schools and Number of Boys Enrolled

Table II shows the distribution by states of all private schools. The 2432 schools are scattered in every state in the Union except Nevada; New York and Pennsylvania leading with 222 and 207 respectively. Iowa, Ohio, and Illinois each have more than a hundred; then come in order Massachusetts and Michigan with eighty-nine, Minnesota with eighty-eight, California with eighty, and New Jersey with seventy-five. The states contain-

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[5] CROWLEY, F. M. and DUNNE, E. P. (Compiled by) Directory of Catholic Colleges and Schools. Washington: National Catholic Welfare Conference Bureau of Education, 1926.

[6] *Ibid.*, p. 5.

TABLE II

DISTRIBUTION BY STATES OF CATHOLIC AND NON-CATHOLIC PRIVATE SCHOOLS WITH NUMBER OF BOYS IN EACH TYPE

STATE	TOTAL NUMBER OF		CATHOLIC		NON-CATHOLIC	
	SCHOOLS	BOYS	SCHOOLS	BOYS	SCHOOLS	BOYS
			New England*			
Connecticut	48	4369	3	218	45	4151
Maine	51	2853	8	497	43	2356
Massachusetts	89	9542	32	3792	57	5750
New Hampshire	32	2681	8	439	24	2242
Rhode Island	14	1809	9	1270	5	539
Vermont	19	1165	6	271	13	894
			Middle Atlantic States			
Delaware	8	396	5	221	3	175
District of Columbia	10	1287	3	507	7	780
Maryland	47	3511	27	1979	20	1532
New Jersey	75	7187	41	3628	34	3559
New York	222	23157	116	14646	106	8511
Pennsylvania	207	15926	155	8745	52	7181
			Southern States			
Alabama	65	3518	12	783	53	2735
Arkansas	21	1123	10	328	11	795
Florida	29	1347	12	536	17	811
Georgia	41	4007	5	447	36	3560
Kentucky	56	3549	30	1324	26	2225
Louisiana	44	3347	35	2679	9	668
Mississippi	31	1803	18	497	13	1306
North Carolina	48	4017	3	132	45	3885
South Carolina	19	1846	1	44	18	1802
Tennessee	58	5415	5	233	53	5182
Texas	73	3527	32	1067	41	2460
Virginia	50	5138	10	332	40	4806
West Virginia	16	978	8	347	8	631
			North Central States			
Illinois	117	11777	80	8223	37	3554
Indiana	49	3443	40	2001	9	1442
Iowa	137	3066	120	2473	17	593
Michigan	89	5178	77	4362	12	816
Minnesota	88	5232	68	3450	20	1692
Ohio	133	8893	107	6581	26	2312
Wisconsin	50	4004	35	2415	15	1589
			Northwestern States			
Idaho	10	241	6	123	4	118
Montana	8	681	7	596	1	85
Nebraska	52	1623	39	823	13	800
North Dakota	12	194	11	185	1	9
South Dakota	22	484	16	252	6	232
Wyoming	3	46	1	11	2	35
			Southwestern States			
Arizona	7	203	3	53	4	150
Colorado	17	695	15	635	2	60
Kansas	33	2037	22	1337	11	700
Missouri	63	4743	40	2746	23	1997
Nevada	....	....	....	....	....	....
New Mexico	7	196	5	136	2	60
Oklahoma	37	854	30	490	7	364
Utah	8	530	1	34	7	496
			Pacific Coast States			
California	80	7045	34	3610	46	3435
Oregon	18	891	12	493	6	398
Washington	19	1720	10	1239	9	481
Total	2432	177274	1373	87320	1059	89954

* This classification of states by sections of the country will be used throughout the study.

ing the smallest numbers are Nevada with none, Wyoming with three, Arizona and New Mexico with seven, Delaware, Utah, and Montana with eight, and the District of Columbia and Idaho with ten each. The remaining states have more than ten schools each, but less than seventy.

The total number of boys in these 2432 schools is 177,274. As might be expected, the number of boys in the various states is roughly though not exactly proportional to the number of schools. The glaring exception is Iowa, ranking third in respect to number of schools but twenty-third in respect to number of boys. The discrepancy here is due to the great number of Catholic schools, each of which has but a few boys.

Omitting the forty schools, the number of whose boys could not be ascertained, the average number of boys to a school is seventy-four; but, though the Catholic schools average only sixty-three boys each, the non-Catholic average eighty-eight each. The former vary greatly in size, including those with both the largest and smallest numbers. Boston College High School, for example, has 1,381 boys. Twenty-three others enroll more than five hundred. On the other hand, 411 Catholic schools, 41 per cent of all Catholic schools and 17 per cent of all private schools, have less than ten boys. Table III shows the distribution of Catholic and non-Catholic schools by size. The majority are small; of 2382 schools studied 1726, or 72 per cent have less than seventy-five boys. The average Catholic school is somewhat smaller than the average non-Catholic, 83 per cent of 1360 schools studied having less than seventy-five boys, while of 1022 non-Catholic schools, six hundred, or 58 per cent, have less than seventy-five boys. Putting the statement in positive form, 42 per cent of the non-Catholic schools have more than seventy-five boys each, and but 17 per cent of the Catholic. Of all schools 28 per cent have more than seventy-five boys.

The Catholic schools comprise 56 per cent of the 2432 schools studied, the non-Catholic but 44 per cent. In respect to numbers of pupils, however, the non-Catholic, in spite of being fewer in number, have a slight advantage with 51 per cent. Their per-

TABLE III

DISTRIBUTION BY SIZE OF SCHOOL OF 1360 CATHOLIC SCHOOLS AND 1022 NON-CATHOLIC SCHOOLS

SIZE OF SCHOOL	SECTION OF COUNTRY														TOTAL
	NEW ENGLAND		MIDDLE ATLANTIC		SOUTHERN		NORTH CENTRAL		NORTH-WESTERN		SOUTH-WESTERN		PACIFIC COAST		
	CATH.	NON-CATH.	CATH.	NON-CATH.	CATH.	NON-CATH.	CATH.	NON-CATH.	CATH.	NON-CATH.	CATH.	NON-CATH.	CATH.	NON-CATH	
Above 975.....	1	..	1	..	..	..	..	..	..	..	..	..	..	..	2
900.....	..	..	2	..	..	..	..	..	..	..	..	..	..	..	2
825.....	..	..	1	..	..	..	..	..	..	..	..	..	..	..	1
750.....	..	..	1	..	..	..	..	1	..	..	..	..	..	..	2
675.....	1	1	3	..	..	..	1	..	..	..	1	..	..	..	7
600.....	..	2	3	..	..	2	4	..	..	..	..	..	..	..	11
525.....	..	..	2	2	..	1	..	1	..	..	..	..	1	..	7
450.....	..	..	..	1	2	..	7	..	..	..	..	..	..	..	10
375.....	2	2	3	5	..	2	4	1	1	..	1	..	3	..	24
300.....	..	3	5	6	..	4	7	3	..	..	1	..	1	1	31
225.....	1	4	13	9	..	7	6	5	1	..	2	2	..	2	52
150.....	7	19	15	26	2	40	16	12	..	2	4	3	4	3	153
75.....	8	37	26	53	21	94	30	32	2	3	9	14	8	17	354
0–74.....	46	113	269	111	154	212	444	77	76	18	98	36	39	33	1726
Total	66	181	344	213	179	362	519	132	80	23	116	55	56	56	2382

centages vary greatly in different parts of the country as is seen in Table IV.

In New England 74 per cent of the total number of schools are non-Catholic, in the South, 67 per cent, and on the Pacific Coast, 52 per cent. In other sections of the country the Catholic schools predominate with 80 per cent in the North Central states, 76 per cent in the Northwest, 67 per cent in the Southwest, and 61 per cent in the Middle Atlantic states. Slight variations in ranking occur, however, when the percentages of boys in the schools are examined. The South leads with 78 per cent of its boys in non-Catholic schools; the New England states have 71 per cent; and the Pacific Coast states, with a slight majority of non-Catholic schools, have only 45 per cent of the total number of private school boys in these schools. A consideration of the sections of the country where the Catholic schools predominate shows that the respective ranking in respect to the numbers of schools and numbers of boys is the same, though in each case the percentage of boys is somewhat lower than the percentage of schools. Though the data at hand show the existence of 314 more Catholic than non-Catholic schools, there are 2,634 more boys in the non-Catholic schools. Catholic schools, though numerous in all parts of the country, predominate especially in the territory above the Mason and Dixon line between the Alleghenies and the Rocky Mountains.

It should be understood clearly that these numbers of schools and boys represent the irreducible minimum, especially in the case of the non-Catholic schools. The Catholic Directory states that "no effort has been spared to insure the inclusion of . . . every Catholic . . . secondary school in existence in 1926".[7] While the same effort was made in the case of the non-Catholic schools and the list as given in the master table is more complete than any previously published, there are undoubtedly some schools not included. A few schools for which no data could be obtained elsewhere did not answer the questionnaire, so are not included. In other cases, since information concerning grades seven and eight was not available, the total number of

[7] *Op. cit.*, p. 5.

TABLE IV

DISTRIBUTION BY SECTIONS OF THE COUNTRY OF 2432 CATHOLIC AND NON-CATHOLIC SCHOOLS

SECTION OF COUNTRY	TOTAL SCHOOLS	NUMBER BOYS	CATHOLIC SCHOOLS				NON-CATHOLIC SCHOOLS			
			SCHOOLS		BOYS		SCHOOLS		BOYS	
			NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
New England	253	22419	66	26	6487	29	187	74	15932	71
Middle Atlantic	569	51464	347	61	29726	58	222	39	21738	42
Southern	551	39615	181	33	8749	22	370	67	30866	78
North Central	663	41593	527	80	29595	71	136	20	11998	29
Northwestern	107	3269	80	76	1990	60	27	24	1279	40
Southwestern	172	9258	116	67	5431	59	56	33	3827	41
Pacific Coast	117	9656	56	48	5342	55	61	52	4314	45
Total	2432	177274	1373	56	87320	49	1059	44	89954	51

boys was taken from the figures issued by the United States Bureau of Education Bulletin, which does not include these grades. The same is true of certain church reports which had to be used. As a whole, however, the master table does include grades seven and eight, since the majority of the schools in it begin with grades below the ninth, and the data were secured from questionnaires and catalogues giving this information. The majority of the Catholic schools, however, are of the four-year high school type, so the data do not include the number of boys in grades seven and eight. These facts should be borne in mind in considering the comparisons between the two classes of schools; the inclusion of grades seven and eight of the Catholic schools would change the numbers and percentages of schools and boys, and the inclusion of the non-Catholic schools presumably omitted would raise the numbers and percentages of schools and boys. The figures given are based on the data available, so the picture is accurate only in the main outlines, not in the details.

Boys' and Coeducational Schools.

A distinction between schools admitting only boys and those admitting both boys and girls is possible in 2432 cases. The data are given in Table V. The coeducational type of school is clearly the favorite, since of all schools studied, 1710, or 70 per cent, are of this class and but 722, or 30 per cent, for boys only. In no part of the country do strictly boys' schools predominate, the Pacific Coast with 47 per cent, New England with 44 per cent, and the Middle Atlantic states with 40 per cent coming nearest. Comparing the attitude of the Catholic and non-Catholic schools on the question, it may be seen that the former are more partial to coeducational education than the latter. Of all Catholic schools admitting boys, only 22 per cent are for boys only, while 78 per cent admit both sexes. The Pacific Coast states and New England have the largest percentage of Catholic boys' schools, with 43 and 42 per cent respectively, while in the Northwest, North Central, and Southwestern states, less than 20 per cent of the Catholic schools admitting boys admit boys alone. The partiality toward coeducation is evident, though less marked, in the non-Catholic schools, since

TABLE V

DISTRIBUTION BY NUMBERS AND PERCENTAGES OF 2432 BOYS' AND COEDUCATIONAL SCHOOLS IN DIFFERENT PARTS OF THE COUNTRY

	ALL SCHOOLS					CATHOLIC SCHOOLS					NON-CATHOLIC SCHOOLS				
	NO. OF SCHOOLS	BOYS'		COED.		NO. OF SCHOOLS	BOYS'		COED.		NO. OF SCHOOLS	BOYS'		COED.	
		NO.	PER CENT	NO.	PER CENT		NO.	PER CENT	NO.	PER CENT		NO.	PER CENT	NO.	PER CENT
New England...	253	112	44	141	56	66	28	42	38	58	187	84	45	103	55
Middle Atlantic.	569	228	40	341	60	347	90	26	257	74	222	138	62	84	38
Southern.....	551	162	29	389	71	181	57	31	124	69	370	105	28	265	72
North Central...	663	122	18	541	82	527	77	13	450	87	136	45	33	91	67
Northwestern...	107	9	8	98	92	80	7	9	73	91	27	2	8	25	92
Southwestern...	172	34	20	138	80	116	18	16	98	84	56	16	27	40	73
Pacific Coast....	117	55	47	62	53	56	24	43	32	57	61	31	50	30	50
Total.....	2432	722	30	1710	70	1373	301	22	1072	78	1059	421	40	638	60

in these only 60 per cent are coeducational. In all sections of the country, however, the non-Catholic schools are predominately coeducational except in the Middle Atlantic states and on the Pacific Coast where 62 and 50 per cent of the schools, respectively, are for boys alone. Summing up, it may be said that schools for boys alone are more frequent in the non-Catholic schools and on the Pacific Coast, in New England, and in the Middle Atlantic states in the order named.

Boarding and Day Schools

Columns 7 and 8 of the master table give information as to whether non-Catholic schools are day or boarding. The schools in column 7 are boarding schools; those in column 8, day schools. The figures in each column represent the fee charged. In certain cases where the exact figures could not be ascertained, but where the data classified a school as definitely day or boarding or both an "X" is inserted. A summary appears in Table VI. Data on this point are presented only for non-Catholic schools, since the information given in the "Directory of Catholic Colleges and Schools" was too fragmentary to be of value.

TABLE VI

DISTRIBUTION BY NUMBERS AND PERCENTAGES OF 971 NON-CATHOLIC DAY AND BOARDING SCHOOLS IN VARIOUS SECTIONS OF THE COUNTRY

SECTION OF COUNTRY	TOTAL NUMBER OF SCHOOLS	BOARDING SCHOOLS		DAY SCHOOLS		COMBINATION DAY AND BOARDING	
		NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
New England.	175	60	34	63	36	52	30
Middle Atlantic	218	59	27	103	47	56	26
Southern.....	315	102	32	43	14	170	54
North Central	129	50	39	43	33	36	28
Northwestern.	25	13	52	3	12	9	36
Southwestern.	54	21	39	18	33	15	28
Pacific Coast..	55	12	22	17	31	26	47
Total....	971	317	33	290	30	364	37

Of the 971 schools for which data could be secured, 317, or 33 per cent, are boarding with no indication of a separate price for day boys; 290, or 30 per cent are day; and 364 or 37 per cent have separate prices for both day and boarding pupils. It is doubtful whether these bare figures present the true facts. Inluded in the list, as having both day and boarding pupils, are certain schools such as Lawrenceville which, while essentially boarding in character, do admit a few day pupils. Certain others, of which Gilman is an example, are essentially day schools with a few boarding pupils. From the data at hand there seems to be no sharp line of demarcation as to when a school can be classified as essentially day or essentially boarding. Were the fact that a distinct price is set for boarding pupils to be accepted as a criterion, 70 per cent of the schools would be classified as boarding schools, and the percentages would be as follows from highest to lowest: Northwest, 88 per cent; South, 86 per cent; Pacific Coast, 69 per cent; North Central and Southwest, 67 per cent; New England, 64 per cent; and Middle Atlantic states, 53 per cent. Two-thirds of the schools appear to be essentially boarding and one-third essentially day, though no conclusive answer can be given on the basis of the data available.

Country Day Schools

Day schools have existed in this country from early colonial times. Beginning with the Gilman Country Day School in 1897, however, a new variety came into existence—the country day school—which is becoming increasingly popular.

On the one hand it is an attempt to provide the intensive sort of college preparatory training given in the boarding schools without the necessity of the boy leaving home.[8] The increasing complexity of urban life, the distractions of the modern city, the waning of home influences, all have tended to make the work of the urban day school less satisfactory. Under the country day system, boys remain under supervision at work and play at the school, which is situated in the suburbs of the city. Certain of these schools such as Gilman, the Country Day School

[8] See the catalogue of the Kansas City Country Day School, Kansas City, Mo., 1926.

for Boys of Boston, Riverdale, and those in Kansas City, St. Louis, Utica, Troy, Scranton, Providence, and Portland, Me., were definitely established with this aim in view. Older urban day schools were not slow to see its advantages, so now such well known institutions as Penn Charter, Episcopal Academy, Friends' Central and Hopkins Grammar School—among the oldest in the country—have reorganized as country day schools or have adopted certain of its salient features.

Many of these schools, however, are frankly progressive in their nature and endeavor to do more than simply fulfill college entrance requirements. Such schools as the Moraine Park School, the Oak Lane Country Day School, the Park Schools, the Scarborough School, and the Utica Country Day School are among those which are attempting to break away from the usual tradition and to make college examinations an incident rather than a main purpose of their training. The aim of this type of school, as the Oak Lane Country Day School puts it, is "to meet the immediate needs of the child, as well as to prepare him for a more useful citizenship in our complex society".[9] This emphasis on the immediate needs of the child as well as preparation for adult needs marks a distinct step forward in private school theory.

Of the 706 schools admitting day boys, 116[10] either mention the above features in the questionnaire or catalogues or are listed as country day schools in Sargent's "Handbook of American Private Schools".[11] The dates signify the date of founding or the introduction of country day features as given in the "Handbook". The data given in the master table show that the majority are non-sectarian. None are Catholic. An examination of the list shows that 13 per cent of the dates given are before 1910, 38 per cent between 1910 and 1919, and 49 per cent since 1920. The dates serve a purpose beyond that of assigning

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[9] "Catalogue of the Oak Lane Country Day School." Oak Lane, Pennsylvania, 1926, p. 16.

[10] For list of country day schools or schools with country day features, see Appendix B.

[11] SARGENT, P. Handbook of American Private Schools, 1925–1926. Boston: Porter Sargent, 1926.

the time of introduction of country day features; they indicate recognition by the "Handbook". The ones undated stated in the questionnaire or their catalogue that they belonged to this class, but a perusal of the catalogue in a few cases failed to show features not possessed by many other schools not calling themselves by this name.

Proprietary Schools. Tutoring Schools

It is not felt that education should be exploited for private gain. Consequently, proprietary schools—those existing for individual or corporate financial gain—are not favored by educational theorists; and certain states, by legal enactment, place them under a handicap by refusing the tax exemptions allowed other private schools. The data fail to show the existence of many such schools, if it is assumed that the answers to the questionnaire are correct and that the denominational schools do not exist for other than spiritual profit.

Table VII presents data on this point from the non-Catholic schools listed in the master table. Of these, 185, or 17 per cent, are known to exist for individual or corporate gain, and 797, or 75 per cent definitely do not. Were the remaining seventy-seven schools to be included as profit-making, as doubtless many are, 25 per cent would exist for profit. The largest percentage of proprietary schools, 39 per cent, is found on the Pacific Coast; the Middle Atlantic States are second with 30 per cent.

TABLE VII

NUMBERS AND PERCENTAGES OF 1059 PROPRIETARY AND NON-PROPRIETARY SCHOOLS IN VARIOUS SECTIONS OF THE COUNTRY

SECTION OF COUNTRY	TOTAL NUMBER OF SCHOOLS	PROFIT-MAKING SCHOOLS		NON-PROFIT-MAKING SCHOOLS		DOUBTFUL	
		NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
New England.	187	30	16	140	75	17	9
Middle Atlantic	222	66	30	138	60	18	10
Southern.....	370	49	13	300	81	21	6
North Central	136	10	7	119	88	7	5
Northwestern.	27	1	4	25	92	1	4
Southwestern.	56	5	9	48	86	3	5
Pacific Coast..	61	24	39	27	44	10	17
Total....	1059	185	17	797	75	77	8

If the 1373 Catholic schools presumably not existing for financial gain are added, a total of 2342 schools is obtained of which 2170, or 89 per cent, definitely do not exist for profit. As may be seen in the master table, New York has forty-one schools known definitely to be conducted for profit and nine which are doubtful; California, twenty-nine and nine; Massachusetts, fourteen and seven; Connecticut, fourteen and five; and Florida, eight and two. Therefore, of the non-Catholic schools, the percentages of the definitely profit-making type are: California, 48 per cent; Florida, 47 per cent; New York, 38.5 per cent; Connecticut, 31 per cent; and Massachusetts, 25 per cent. Adding in the doubtful schools as proprietary, the percentages are: California, 67 per cent; Florida, 59 per cent; New York, 47 per cent; Connecticut, 42 per cent; and Massachusetts, 37 per cent. If the Catholic schools are included as non-proprietary, the percentages are: Florida, 31 per cent; Connecticut, 30 per cent, California, 24 per cent; New York, 18 per cent; and Massachusetts, 15 per cent.

Certain Eastern colleges such as Harvard, Yale, and Princeton make the successful passing of the College Entrance Examination Board examinations a deciding factor in entrance. Not all boys pass these on their first or even second attempt, so private schools, particularly of the proprietary type, have sprung up around these and other popular Eastern colleges. In addition to preparing for college, they often tutor students already in college. Manter Hall, near Harvard; the Milford and Roxbury Schools, near Yale; the Hun School in Princeton; and the Edminster School, near Cornell are the best known of the so-called "tutoring schools". In all, forty-two schools checked this item on the questionnaire; thirteen in New York, six in Connecticut, five in Massachusetts, four in California, three in Pennsylvania, and the remainder scattered in Arizona, Colorado, Florida, Mississippi, Missouri, New York, North Carolina, Ohio, and Washington.

There is no doubt but that these serve the purpose of intensive college preparation, as their boys do succeed in entering college. That their methods are such as make for permanent power or for the ability to remain in college is less certain. For example,

of 118 boys who entered Yale in 1921 and 1922 from tutoring schools, 36 per cent left for low stand during their freshman year, and the general average of those finishing was lower than any other group except repeaters.[12]

College Preparatory Schools

An examination of the aims of private schools in Chapter IV shows that college preparation is a dominant objective. Throughout this study reference will be made to the influence of the College Entrance Board Examinations on the schools, so that it is interesting to note that in 1925 each of forty-six schools sent up fifty or more boys to take these examinations. These schools, therefore, may be considered the typically college preparatory type. The ten schools having the greatest numbers were: Exeter, 521; Andover, 465; Lawrenceville, 322; Hill, 252; Hotchkiss, 228; Choate, 222; St. Paul's 210; Taft, 157; Mercersburg, 149 and Loomis, 131.[13]

Table VIII presents data compiled from figures furnished by

TABLE VIII

NUMBERS AND PERCENTAGES OF BOYS GOING TO HARVARD, PRINCETON, AND YALE FROM CERTAIN PRIVATE SCHOOLS, 1920–1924

SCHOOLS	TOTAL NUMBER OF BOYS	COLLEGE					
		HARVARD		YALE		PRINCETON	
		NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
Exeter	469	196	42	163	35	110	23
Andover	456	111	24	262	59	83	17
Lawrenceville	263	8	3	51	20	204	77
Hotchkiss	251	13	5	182	73	56	22
St. Paul's	249	97	39	96	39	56	22
Hill	199	10	5	93	47	96	48
Taft	140	5	4	108	77	27	19
Mercersburg	126	6	5	27	22	93	73
Milton	104	101	97	2	2	1	1
St. Mark's	103	66	64	19	18	18	18
Groton	99	47	47	46	47	6	6
Choate	96	20	21	46	48	30	31
Middlesex	78	73	94	1	1	4	5
St. George's	69	40	55	9	16	20	29
Total	2702	793	29	1105	41	804	30

[12] "Report of the President of Yale University, 1922–1923." New Haven, Connecticut: Yale University, 1924, p. 194.

[13] SARGENT, *op. cit.*, pp. 609–611.

the Deans of Freshmen at Harvard, Princeton, and Yale as to the schools sending the largest numbers of boys to those institutions, together with the number of boys sent.

The ten schools mentioned are among these and roughly in the order of the number taking the College Entrance Board Examinations. In addition, Middlesex, Milton Academy, St. Mark's, Groton and St. George's are found in the composite Harvard-Princeton-Yale table. The fourteen schools sent 2,702 boys to the colleges named in the four years. Yale admitted 41 per cent; Princeton, 30 per cent; and Harvard, 29 per cent.

A closer scrutiny of the table shows that certain schools may be considered essentially preparatory for certain colleges, while others distribute their graduates more equally. From the schools sending more than 50 per cent to any one college, Harvard admitted 97 per cent of the Milton boys going to these three colleges, 94 per cent of the Middlesex boys, 64 per cent of the St. Mark's, and 55 per cent of the St. George's. Yale was favored by 77 per cent of the Taft boys, 73 per cent of the Hotchkiss, and 59 per cent of the Andover boys. Lawrenceville and Mercersburg, with 77 and 73 per cent respectively, favored Princeton. Choate, Exeter, Groton, Hill, and St. Paul's did not send 50 per cent to any one college.

Sectarian and Non-sectarian Schools

Data as to whether schools are sectarian or non-sectarian are presented in Table IX. Of 2,414 schools, 1911, or 79 per cent are secretarian and 503, or 21 per cent, non-sectarian. It should be understood clearly, however, that the school is not in every case under the organic control of the religious denomination cited, though in some cases it is. A school is classified under a given denomination if the influence of that denomination is clearly dominant though not necessarily directive.

The outstanding fact is the number of schools under Catholic influence or control. Of the 2,414 studied, 57 per cent are Catholic, 21 per cent non-sectarian, and 22 per cent belong to denominations other than the Catholic. There are more Catholic secondary schools admitting boys, by six per cent, than there

are other private schools combined. Of the purely sectarian schools, those under Catholic influence comprise 72 per cent; no other single denomination has even 5 per cent of the total number. This does not necessarily mean, however, that the influence of certain other sectarian schools is not important; it refers simply to numbers. Such schools as Groton, St. Mark's, and St. Paul's of the Protestant Episcopal denomination, and the various Methodist Conference academies have influenced and do influence private school thought and practice fully as much as the greater number of Catholic schools.

No attempt is made to subdivide the various denominations. For example, the Free Methodists, the African Methodists, and both the Northern and Southern Methodists are all included under the general term "Methodist".

An analysis of the table shows that in the Northwest, 97 per cent of the schools studied are sectarian; in the North Central states, 93 per cent; in the Southwest, 90 per cent; in the South, 80 per cent; in the Middle Atlantic states, 74 per cent; on the Pacific Coast, 65 per cent; and in New England but 43 per cent. Of sectarian education, 86 per cent is Catholic in the North Central territory, 83 per cent in the Middle Atlantic states, 79 per cent in the Northwest, 74 per cent on the Pacific Coast, 70 per cent in the Southwest, 61 per cent in New England, and 41 per cent in the South. The most numerous non-Catholic schools in New England are the Protestant Episcopal, Baptist, and Methodist; in the Middle Atlantic states, the Protestant Episcopal, Friends, and Methodist; in the South, the Baptist, Methodist, Presbyterian, and Congregationalist; in the North Central territory, the Lutheran and Adventist; in the Northwest, the Lutheran; in the Southwest, the Baptist, Methodist, Presbyterian, and Mormon or Latter Day Saints; and on the Pacific Coast, the Methodist and Adventist.

The low percentage of Catholic schools or rather the high percentage of non-Catholic schools in the South is due to the policy of the Baptist, Congregationalist, Methodist, and Presbyterian churches of establishing "Mountain" or "Mission" schools in places where public education is not yet widely avail-

TABLE IX

Distribution of 2414 Sectarian and Non-Sectarian Private Schools by Sections of the Country

Section of Country	Religious Denomination												Total
	Catholic	Non-Sectarian	Baptist	Methodist	Presbyterian	Protestant Episcopal	Lutheran	Adventist	Friends	Congregational	Reformed	Others	
New England	66	143	8	7	..	11	..	2	2	5	..	7	251
Middle Atlantic	347	147	3	9	5	17	7	1	15	..	2	12	565
Southern	181	107	94	65	45	15	5	4	..	15	1	13	545
North Central	527	45	6	7	3	9	29	11	2	1	7	13	660
Northwestern	80	3	2	3	3	..	7	3	1	1	..	4	107
Southwestern	116	17	7	7	5	2	2	..	2	1	..	10	169
Pacific Coast	56	41	..	4	..	1	2	8	1	..	..	4	117
Total	1373	503	120	102	61	55	52	29	23	23	10	63	2414

able. A description of such schools is not out of place at this time, since they will not be taken up elsewhere in detail.

J. C. Campbell, Secretary of the Southern Highland Division of the Russell Sage Foundation, says that there were in 1917, approximately two hundred church and independent schools, representing thirteen denominations. He speaks of day schools of elementary character, of boarding schools of elementary-secondary character, and a few colleges which maintain a relatively small college and a very large secondary department. No distinction is made in this pamphlet between boys', girls', or coeducational schools. Campbell states that of all students, 14 per cent were in colleges, 16 per cent in day schools and 70 per cent in boarding schools. He adds that some of the denominations that have done the best work in the mountains have followed the policy of placing their boarding schools at strategic centers, usually country seats, to afford a chance for secondary education for those who have finished the elementary public grades, and that certain denominations are very active in placing their schools in small remote communities where the public school is difficult of access for the children or where the public facilities for education are almost negligible. These conditions resemble those existing during the rise of the public high school in the middle of the last century, and the same outcome seems possible if denominational schools follow his suggestions.

> For those in charge of church and independent schools . . . the question resolves itself into one of ways and means of helping to bring public schools into places where they do not exist; of making them better where they do exist; of reorganizing their own educational work from time to time; and without interfering with a public school system ever growing better, of pointing the way to the realization of higher rural ideals; of helping to realize these ideals through developing a type of school which may not be possible of attainment for generations in the public school system. . . .[14]

That many of these things have come to pass is seen in North

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[14] CAMPBELL, J. C. "The Future of the Church and Independent Schools in our Southern Highlands." New York: Russell Sage Foundation, 1917. pp. 3, 6, and 10.

Carolina, for example, in the gradual amalgamation of mission schools with the public school system as in the case of the Liberty-Piedmont Institute, the conversion of the Round Hill School into a home and school for motherless children, and the introduction of Danish Folk School methods into Country Life Academy.

That denominational education is directly controlled to some extent by the churches is seen in the existence of twenty-one church educational boards and societies listed in the United States Bureau of Education Directory.[15] Letters to these boards revealed the fact that many of them deal mainly with colleges; such was the case with the boards of education of the Disciples of Christ, of the Seventh Day Baptists, and of the Church of the Brethren.[16] Others, however, deal in an advisory or supervisory way with both colleges and preparatory schools, while the Catholic system is one of centralized authority dealing with both schools and colleges.[17]

Length of Course

Table X shows the distribution of 2407 private schools classified as to the length or kind of course given. There is no great uniformity as to what or how many grades exist. The classification adopted divides them into five mutually exclusive groups; those that constitute a complete system from the kindergarten or grade one to grade twelve, those that are essentially elementary but include boys above grade six, those that are essentially secondary, junior colleges with preparatory secondary grades, and senior colleges with preparatory secondary grades.

The largest number of schools of any one type is 812, or 34 per cent; schools that include grades one to twelve. The essentially secondary schools rank next with 31 per cent, the essen-

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[15] "Educational Directory." U. S. Bureau of Education Bulletin, 1926, No. 1. Washington: 1926.

[16] "Eleventh Annual Report of the Board of Education of the Disciples of Christ." Indianapolis: 1926.

Letter from E. P. Saunders, Secretary of the Board of Education, Seventh Day Baptist Society.

"The Education Bulletin." Dayton, Ohio: Board of Education of the United Brethren in Christ, Volume XII, No. 2, July, 1926.

[17] See Chapter VI.

TABLE X

DISTRIBUTION BY SECTIONS OF THE COUNTRY OF 2407 CATHOLIC AND NON-CATHOLIC PRIVATE SCHOOLS ACCORDING TO THE GRADES INCLUDED

SECTION OF COUNTRY	GRADES INCLUDED										
	1–12		ELEMENTARY		SECONDARY		JUNIOR COLLEGE		SENIOR COLLEGE		
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	TOTAL
New England	37	14	41	16	161	64	7	3	6	3	252
Middle Atlantic	198	35	179	31	143	25	12	2	32	6	564
Southern	149	28	48	9	230	43	64	12	47	8	538
North Central	281	42	197	30	115	18	15	2	55	8	663
Northwestern	40	38	30	28	15	14	7	7	14	13	106
Southwestern	70	41	26	16	40	24	19	11	14	8	169
Pacific Coast	37	32	21	18	38	33	9	8	10	9	115
Total	812	34	542	23	742	31	133	5	178	7	2407

tially elementary though with some secondary pupils are third with 23 per cent, senior and junior colleges bring up the rear with 7 and 5 per cent respectively. In New England 64 per cent are of the secondary type. This type also has the largest percentage, though not a majority, in the South and on the Pacific Coast, with the one to twelve group next in each section. The one to twelve group predominates in the other sections of the country, ranging from 35 per cent in the Middle Atlantic states to 42 per cent in the North Central.

More significant data are found, however, when the Catholic and non-Catholic schools are studied separately in Tables XI and XII. It is evident that Catholic schools have a tendency toward complete systems. Of the schools listed in their directory, 46 per cent have grades one to twelve. Thirty-five per cent are classified as elementary in the sense that they start with grade one and continue into the secondary grades. Of these, fifty-eight end with grade nine, 152 with grade ten, and seventy-two with grade eleven. The two-year commercial high schools are responsible for the size of the second figure. Many of these schools are probably intermediate stages on the way to full twelve-year schools. In 192 cases the data are not complete enough to make an exact classification, so these are included in the elementary group, since the numbers of pupils in the higher grades are small as compared with those in grades one to eight. Only 13 per cent of the schools are essentially secondary, 142 having grades nine to twelve only. The others include miscellaneous combinations of secondary grades. Junior colleges are not popular in the Catholic system. Only eight are found, mostly preparatory seminaries for the priesthood. Senior colleges with affiliated secondary schools are fairly frequent, seventy-five being listed, or 5 per cent of the whole. Almost every Catholic college has an affiliated preparatory school, usually of the same name and consisting of grades nine to twelve.

The non-Catholic schools show a marked difference from the Catholic. Table XII presents the data. Here 54 per cent of 1034 schools are essentially secondary, 18 per cent consist of grades one to twelve, 12 per cent are junior colleges, 10 per cent

TABLE XI

DISTRIBUTION BY SECTIONS OF THE COUNTRY OF 1373 CATHOLIC PRIVATE SCHOOLS ACCORDING TO THE GRADES INCLUDED

SECTION OF COUNTRY	GRADES INCLUDED										
	1 to 12		ELEMENTARY		SECONDARY		JUNIOR COLLEGE		SENIOR COLLEGE		
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	TOTAL
New England	20	30	26	39	15	23	1	2	4	6	66
Middle Atlantic	128	37	156	45	36	10	4	1	23	7	347
Southern	91	50	42	23	39	22	1	1	8	4	181
North Central	260	49	191	36	51	10	..	..	25	5	527
Northwestern	40	50	30	38	7	9	..	..	3	3	80
Southwestern	63	55	26	22	20	17	1	1	6	5	116
Pacific Coast	23	41	10	18	16	27	1	2	6	11	56
Total	625	46	481	35	184	13	8	1	75	5	1373

are senior colleges, and 6 per cent are elementary schools extending into the secondary grades.

For the sake of convenience there are included under the heading "1 to 12" schools which have these specific grades and also those which begin with the kindergarten and extend to grade twelve. The Middle Atlantic states have the largest percentage, 32 per cent, of this type; the Pacific Coast following with 24 per cent, and New England the smallest, 9 per cent. The total, 18 per cent, is very small compared with the Catholic 46 per cent. The non-Catholic schools are not particularly partial to complete systems of schools except in the form of country day schools.

Another striking difference between the Catholic and non-Catholic schools is seen in the essentially secondary variety. The former have but 13 per cent of this type, the latter, 54 per cent. These 558 non-Catholic schools are subdivided into 260 which include grades nine to twelve, sixty-four with grades eight to twelve, eighty-five with grades seven to twelve, and the rest scattering.

A third point of difference between the two types is the variation in the percentage of elementary schools which extend into the secondary grades, 35 per cent as opposed to 6 per cent. There is a distinct class of non-Catholic schools falling in this group—pre-preparatory schools—which prepare boys for the larger secondary boarding schools.[18] The largest and best-known are Fessenden and Fay in Massachusetts. Others are the Indian Mountain School, Litchfield School, Rectory School, and Unquowa School in Connecticut; the Chestnut Hill School and Longmeadow School in Massachusetts; and Harvey School, Kalbfus School, and Prospect School in New York. Most of these are of the proprietary type. Another variety, similar in that the boys go to the larger preparatory schools upon completion of the seventh or eighth grade, but differing in that they are sponsored to some extent by the community as a whole, is exemplified by the Great Neck Preparatory School on Long Island.

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[18] For a defense of and plan for this type of school see HOLDEN, HORACE, Younger Boys and the Boarding School. Boston: The Gorham Press, 1913.

TABLE XII

DISTRIBUTION BY SECTION OF THE COUNTRY OF 1034 NON-CATHOLIC SCHOOLS ACCORDING TO THE GRADES INCLUDED

SECTION OF COUNTRY	TOTAL	GRADES INCLUDED									
		1–12		ELEMENTARY		SECONDARY		JUNIOR COLLEGE		SENIOR COLLEGE	
		NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
New England	186	17	9	15	8	146	79	6	3	2	1
Middle Atlantic	217	70	32	23	11	107	49	8	4	9	4
Southern	357	58	16	6	1	191	54	63	18	39	11
North Central	136	21	16	6	4	64	47	15	11	30	22
Northwestern	26	..	..	..	..	8	30	7	27	11	43
Southwestern	53	7	13	..	..	20	38	18	34	8	15
Pacific Coast	59	14	24	11	18	22	37	8	14	4	7
Total	1034	187	18	61	6	558	54	125	12	103	10

There are more junior colleges among the non-Catholic schools, 12 per cent of all being of this type. They flourish particularly in the Southwest, the Northwest, and the South where 34 per cent, 27 per cent, and 18 per cent of the schools in each section belong to this class.

Of the non-sectarian schools studied, 10 per cent are preparatory departments of colleges. It is not possible in all cases to know whether or not the college and the school are separate organizations, but the ones listed in the master table either do form an organic whole, or their status is doubtful.

Fees

Table XIII presents data as to the fee charged boarding pupils in 545 non-Catholic schools.

Since a few measures of high value distort the central tendency of a distribution, the median rather than the mean is calculated in this table. The median fee charged is $575. However, there is a great variation in different parts of the country. The median fee is highest in New England, $950, in spite of the twenty-two schools charging less than $500. In the Middle Atlantic states it is close to this figure, being $925. The other sections of the country rank as follows: The Pacific Coast, $860; the North Central, $555; the Southwestern, $365; the Northwestern, $350; and the Southern $335.

Fifteen schools charge $1600 or more a year; College Hill School, Clinton, N. Y., $3500; the Milford and Hun Schools, $2500; Adirondack-Florida, and Los Alamos Ranch, $2400; Rippowam, Roxbury, and Urban Military Academy, $2000; Thacher, $1800; Mesa Ranch, $1700; Grail, New York Military Academy, Evans, and Deane, $1600; The Harstrom School ranges from $1600 to $2000. It is worthy of note that ten are proprietary schools, two are possibly of the proprietary type, and only Deane, Los Alamos Ranch, and Thacher report themselves as being definitely non-profit making. The group charging from $1200 to $1600 includes the best known boarding schools with the exception of Exeter and Andover. Of the 137 higher priced schools, those above $1000, forty-seven are in New England, fifty-one in the Middle Atlantic states, ten in

TABLE XIII

DISTRIBUTION ACCORDING TO FEE CHARGED BOARDING BOYS IN 545 NON-CATHOLIC SCHOOLS IN VARIOUS SECTIONS OF THE COUNTRY

FEE	SECTION OF COUNTRY							TOTAL
	NEW ENGLAND	MIDDLE ATLANTIC	SOUTHERN	NORTH CENTRAL	NORTH-WESTERN	SOUTH-WESTERN	PACIFIC COAST	
Above $1600	4	6	..	..	..	2	3	15
1500.–1599	6	3	..	..	1	..	2	12
1400	6	5	2	..	..	..	1	14
1300	9	4	1	3	..	..	1	18
1200	13	14	2	3	..	1	2	35
1100	3	9	1	5	..	..	1	19
1000	6	10	4	1	..	1	2	24
900	5	8	4	1	..	1	3	22
800	4	8	10	6	..	1	7	36
700	6	12	12	4	..	2	3	39
600	6	5	14	5	..	1	..	31
500	9	10	9	3	..	..	1	32
400	5	9	11	12	3	1	..	41
300	12	8	24	19	6	7	7	83
200	1	2	39	6	5	5	2	60
100	3	..	48	3	1	4	..	59
0–$99	1	..	1	2	..	..	1	5
Total	99	113	182	73	16	26	36	545
Median	$950	$925	$335	$555	$350	$365	$860	$575

the South, twelve in the North Central states, and twelve on the Pacific Coast. The first two sections have ninety-eight, or 71 per cent, of these higher priced schools.

The South stands out as having the lowest priced boarding schools. Only ten charge above $1000, and eighty-eight, or 62 per cent, charge less than $400, due, to some extent, to the great number of denominational mission schools to be found.

Table XIV presents data as to the tuition fees charged day students in 493 non-Catholic schools. Comparing it with Table XIII it is seen that twenty-two day schools charge a higher price than the median boarding school fee. The highest median fee for day boys is $340 in the Middle Atlantic states, higher than the median boarding fee in the Southern states and just below the median boarding fee in the Northwestern and Southwestern states. On the Pacific Coast the median fee for day boys is $240, in New England, $180; in the North Central states, $150; and in the other sections of the country less than $100. The median fee for the country is $205.

According to the answers to the questionnaire two schools stand out from the others in the fees charged. At the Brown School of Tutoring in New York City the cost for day boys ranges from $500 to $3000 a year; at the Cambridge Tutoring School, New York City, the rate is $1500. Several day tutoring schools did not report a price, since it is dependent on the work taken as is apparently the case in the two schools mentioned.

The prices given in Table XIV are maximum, since most schools with grades one to twelve have a sliding rate according to grade. The highest figures were chosen as indicating more nearly the situation in the secondary grades. Dr. Raymond Haskell, Headmaster of Sewickley Academy, has published data on thirty-nine schools of this type [19] Excluding the grades below seven, his figures are seen in Table XV. In his discussion of the implications of these data Dr. Haskell touches on some pertinent questions.

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[19] HASKELL, R. I. "A Statistical Study of the Tuition Charges and Teacher-Class Sizes of some Representative Private Day Schools." Boston: The Private School News, Volume II, No. 1, February 10, 1927.

TABLE XIV

DISTRIBUTION ACCORDING TO TUITION FEE CHARGED DAY BOYS IN 493 NON-CATHOLIC SCHOOLS IN VARIOUS SECTIONS OF THE COUNTRY

TUITION FEE	SECTION OF COUNTRY							
	NEW ENGLAND	MIDDLE ATLANTIC	SOUTHERN	NORTH CENTRAL	NORTH-WESTERN	SOUTH-WESTERN	PACIFIC COAST	TOTAL SCHOOLS
Above $600	4	10	2	..	..	1	5	22
550	..	4	..	..	..	..	..	4
500	8	9	1	3	..	2	4	27
450	6	7	..	1	..	1	1	16
400	8	22	1	7	..	1	3	42
350	7	12	1	3	..	..	4	27
300	8	26	3	4	..	1	2	44
250	4	14	4	5	..	1	1	29
200	3	8	16	3	..	1	7	38
150	3	9	11	6	..	..	4	33
100	6	10	14	10	2	1	3	46
50	29	4	20	15	8	7	7	90
0–$49	12	2	40	7	3	9	2	75
No. of Schools	98	137	113	64	13	25	42	493
Median Fee	$180	$340	$92	$150	$75	$79	$240	$205

TABLE XV
TUITION FEES IN 39 LEADING PRIVATE DAY SCHOOLS

TUITION CHARGES	GRADES				
	VII	VIII	IX	X	XI–XII
$650	..	1	2	2	2
600–649	..	..	..	..	..
550–599	2	1	1	1	1
500–549	1	1	..	1	1
450–499	..	1	3	4	4
400–449	8	9	11	11	13
350–399	8	8	9	7	8
300–349	10	8	9	9	7
250–299	6	8	1	1	..
200–249	1	..	..	..	..
$150–199	1	..	..	..	..
Total Schools	37	37	36	36	36
Median Tuition Rate for Grades.	$352.50	$365.62	$393.75	$402.50	$406.82

Investigations of tuition charges are exceedingly few. Many governing boards strive to make their costs to parents nominal, yet a few are certainly getting all they can and giving special advantages to pupils in return. There is very little evidence that we have up to this time made any progress in determining scientifically a tuition scale of practical value. We take whatever we believe our patronage can or will pay. Can we determine how much that patronage should pay?

He shows the distribution of the size of classes in these schools. There is a range of ten to thirty pupils per recitation group, with the schools listing the higher tuitions having the smaller groups and vice-versa, and he suggests the need for an investigation to determine the most desirable class size per teacher for subject, department, grade, and tuition charge. He finds that "small classes cause large tuitions. Old established schools charge less than schools launched during the last quarter century".

Few data are available regarding Catholic schools. A letter from the Director of the National Catholic Welfare Conference states that certain schools—the "endowed schools"—are supported by the diocese, or a number of parishes, and tuition fees are not charged, the entire expense being borne either by the diocese or by the parishes in proportion to the number of pupils in attendance. Catholic "private school" tuition rates are

decided upon by the religious order operating the school. The "parochial schools" are supported by parishes but are not necessarily free, the tuition rate ranging from $30 to $60 a year.[20]

From questionnaires and other sources the median rate in 103 Catholic boarding schools is found to be $295, and in ninety-seven day schools, $77. There is a great difference between these figures and the $575 charged in non-Catholic boarding schools and the $205 charged in day schools. One explanation of the discrepancy is, of course, the fact that the Catholic schools pay no salaries except to the few lay teachers employed—the services of the teachers form, in effect, a considerable endowment for the schools.

Military Schools

Military schools in the United States resulted from the founding of West Point in 1802. The first, established in Norwich, Vt., is now Norwich University. Its founder, Captain Alden Partridge, was influential in establishing many others, especially in the South, where this type of school has flourished.[21] The non-Catholic military Schools, 109 in number, are listed in column 10 of the master table. In addition to these, eleven Catholic schools are known to be military in nature or to have military features.[22] Albany Academy, in New York, has military drill; and Thorpe Academy, in Illinois, and the Yale School in California are listed as "semi-military." In all, then, there are 123 schools, or 5 per cent, which offer a greater or less amount of military training. These 123 schools, the majority of which are proprietary, contain an average of 147 boys to a school, almost twice as many as the average non-military school.

An interesting fact is that 35 per cent of these schools are either under denominational influence or in institutions where sectarian influence is strong enough to be mentioned. In addition to the eleven Catholic schools mentioned there are twelve under Protestant Episcopal influence; seven under Methodist;

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[20] For the definition of these terms see Chapter VI.

[21] STEARNS, A. E. et al. Types of Schools for Boys. Indianapolis: Bobbs, Merrill Company, 1917, pp. 53–63.

[22] Data secured from questionnaires and catalogues.

four each under Presbyterian and Baptist, one each under the Lutheran, Moravian, and Reformed churches.

Schools For the Negro Race

The names of schools which are essentially for the negro race are found in column 10 of the master table. Though the eighty-nine schools and 6088 boys represent larger numbers than are found in the Bureau of Education Bulletin for 1923–1924,[23] it is felt that there are many other such schools whose existence was not discovered in this investigation. The only state report which listed information on this point in such form that it could be used was Alabama, in which state there are twenty-nine schools admitting negro boys.[24] Other information had to be gathered from miscellaneous sources, all of them inadequate. It seems hardly credible that so many negro schools should be located in one state, and that Kentucky, for example, has no such schools. It is entirely possible that some other schools included in the master table do admit colored boys, and the inference seems justified that, could all the data bearing on such schools be obtained, their number would be greatly increased. The lack of reliable information on this point, as on so many others, is an added proof that the full facts regarding the extent of private education in this country have not been realized. Of these eighty-nine schools twenty are known to be under Baptist influence, twenty-six under Methodist, fifteen under Presbyterian, thirteen under Congregationalist, and the rest scattered under several other denominations or their religious affiliation is unknown.

Special Types

In addition to the main types of schools mentioned above, there are special schools and variations from the ordinary types which, while interesting, are not of sufficient importance to warrant more than passing mention. The Adirondack-Florida

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[23] "Statistics of Private High Schools and Academies, 1923–1924." Bureau of Education Bulletin, No. 23, 1925. Washington: 1925, p. 12.

[24] "Annual Report of Department of Education." Birmingham, Alabama: State Department of Education, 1925, pp. 219–224.

School, for example, holds its winter session in Florida and its summer sessions in New York. A number of schools hold summer sessions for the purpose of making up deficiencies incurred through the year, or to prepare for school or college examinations, and still others have summer camp affiliations for the same purposes. There are a half-dozen Ranch Schools which carry on secondary scholastic work for those boys whose health must be considered above all else. Several schools, of which Girard College is the most famous, provide for the education of orphans. A few schools, of which the Connecticut Junior Republic is an example, concern themselves particularly with "problem" boys, seeking to give educational training along with a social training in adjustments to actual life. The Manumit School marks the advent of organized labor in the field of secondary education. Mooseheart is a home school containing over seven hundred children of deceased members of the Loyal Order of Moose. A few schools, particularly those under the direction of the Young Men's Christian Association, offer secondary courses in the evening for boys and men who work during the day. A number of so-called "experimental" or "progressive" schools exist, which are performing a valuable service to the general cause of education, since their independent character outside of an organized system enables them to put into actual practice the theories evolved by educational thinkers.

SUMMARY

The total number of private schools found admitting boys as of the school year 1924–1925 is 2432, and the number of boys in these schools is 177,274. For various reasons, however, these numbers should be regarded as minimum. Only one state, Nevada, contains no schools of this type; the others have varying numbers, those lying between the Mississippi River and the Rocky Mountains containing fewer than in other sections of the country. New York, Pennsylvania, Iowa, Ohio, and Illinois contain the largest numbers.

An arbitrary distinction is made between the Catholic and non-Catholic schools for the purpose of convenience and because

the former are organized in centralized groups. From the data at hand, which, while not all-inclusive, are, nevertheless, more accurate than existing compilations, the Catholic schools include 56 per cent of the schools, but only 49 per cent of the boys. They outnumber the other schools in all parts of the country except New England, the South, and on the Pacific Coast. Their schools have an average enrollment of sixty-three boys as compared to the average of seventy-four for all private schools. Twenty-four of their schools, however, enroll more than five hundred boys, including two over a thousand. On the other hand, 41 per cent of the Catholic schools enroll less than ten boys. Seventy-eight per cent are coeducational, the majority are day schools, and they show a tendency toward the one to twelve grade arrangement except where the secondary school is affiiliated with a college, in which case the nine to twelve unit is more often seen. Only 13 per cent may be classed as essentially secondary as compared with 54 per cent of the non-Catholic. Definite information is available for but few Catholic schools as to fees; what evidence there is points to a low price as compared to other schools due, in part at least, to the fact that the teachers receive no salary.

The non-Catholic schools include 44 per cent of all private schools and 51 per cent of the boys. The average size is eighty-eight as compared to sixty-three in the Catholic institutions. Eight have more than five hundred boys; 58 per cent, however, have less than seventy-five boys. The variability around the central tendency, while marked, is less than that of the Catholic schools. Non-Catholic schools are in the majority in but three sections of the country; New England, the South, and on the Pacific Coast. Coeducation, while predominant in 60 per cent of these schools, varies in extent in different parts of the country. In the Middle Atlantic states boys' schools predominate and on the Pacific Coast the two are evenly divided. Elsewhere coeducation prevails. It is impossible to say accurately how many non-Catholic schools admit boarding boys, but the evidence points to about two-thirds. Day schools are conveniently divided into urban and country day. The non-Catholic schools have both, whereas the Catholic schools have only the urban variety.

Country day schools represent a recent development, and may be roughly divided on the basis of their emphasis on the newer curriculum conceptions. The non-Catholic schools, except those classified as country day, tend less to complete one to twelve grade systems and more to the essentially secondary type. However, 12 per cent are junior colleges, and 10 per cent more or less integral parts of senior colleges.

The fees charged in non-Catholic schools vary tremendously. The median fee in boarding schools is $575, in day schools $205. On the whole, the fees charged in the Middle Atlantic states, in New England, and on the Pacific Coast are appreciably larger than in the other sections of the country. A number of boarding schools charging from $1200–$1600 are somewhat of a unit in their aims, methods, and size, and may be conveniently grouped as typically college preparatory schools. The data show that only about 10 per cent of all private schools, and from 20 to 30 per cent of all non-Catholic private schools are run for individual or corporate gain. Many of these are so-called "tutoring schools". Of the fifteen boarding schools charging the highest prices—above $1600—ten are definitely proprietary. In considering the question of cost it is of interest that twenty-two day schools charge a higher fee than the median boarding school fee for the country and that the median day fee in the Middle Atlantic states is larger than the median boarding fee in the South. An investigation of prices charged by day schools suggests the need of a more intensive and scientific study of the whole matter in order to adjust fees to the service rendered.

Private education for boys is overwhelmingly sectarian, 79 per cent of the schools being under the influence or control of some religious denomination. There are more Catholic schools by 6 per cent than of the non-sectarian and other denominations combined. This predominance in numbers, however, does not necessarily mean a greater influence on private education as a whole. The other denominations represented by twenty or more schools are, in order, the Baptist, the Methodist, the Presbyterian, the Protestant Episcopal, the Lutheran, the Adventist, the Friends, and the Congregationalist. A school is counted as under the influence of a given denomination if its influence is

dominant though not necessarily directive. Twenty-one church educational boards are found exercising varying degrees of control and supervision.

About 5 per cent of all private schools are of the essentially military type, and a few others have military drill. The average size of military schools is nearly double that of the non-military institutions; many are proprietary, and 35 per cent are under a strong enough sectarian influence to be noted.

Two varieties of elementary schools are found which extend into the secondary grades; the boys' pre-preparatory schools, mostly of the boarding type, which prepare boys for the larger boarding schools, and the coeducational community country day type.

Although eighty-nine schools enrolling 6,088 boys are found which are entirely for negroes, it is thought that there are others whose existence was not discovered. The majority of these negro schools are under denominational control.

Certain other types of private schools exist, but are not sufficiently numerous nor influential to deserve treatment in detail.

The lack of data available, particularly in the reports of public educational authorities, shows that they have not concerned themselves to any great extent with private schools.[25] Yet the numbers involved and the presence in the schools of the sons of so many wealthy and influential parents leads to the conclusion that they should not be so overlooked if education is considered to have a social significance for the country as a whole.

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[25] See Chapter II for further information on this point.

III

LEGAL BASIS OF PRIVATE SCHOOLS AND LEGAL RESTRICTIONS AS TO THEIR ORGANIZATION AND ADMINISTRATION

Since education as a primary social interest is so closely connected with the good of the state, it is obviously not only the right but the duty of the state to see that it is conducted for the public welfare. This is done by application of that governmental authority known as the "police power", defined by Freund as "the power of promoting the public welfare by restraining and regulating the use of liberty and property."[1] Under this power all education, public and private, is or may be regulated by the state in order to bring about the greatest social good; therefore, it is pertinent to examine this theory in detail so far as it relates to private education.

Two other legal phases of private schools are important; first, the privileges enjoyed by them as charities under the law of charitable uses and, second, their status when incorporated. Many private schools have been endowed, so for this reason as well as the fact that they perform an essentially public service, the practice in the majority of states is to regard them as charitable institutions in the matter of tax exemption. Their status in this connection has been studied by Zollman in his "American Law of Charities," excerpts from which are found in this study.[2] Numerous legal decisions have built up certain principles underlying the treatment of corporations both at the time of incorporation and subsequent thereto. Since the majority of private schools are incorporated,[3] some study of corporate law as applied to educational institutions is necessary.

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[1] FREUND, E. The Police Power. Chicago: Callaghan and Company, 1904.

[2] ZOLLMAN, C. American Law of Charities. Milwaukee: Bruce Publishing Company, 1924.

[3] See p. 70.

These three legal phases of private schools are studied in detail to ascertain the legal restrictions as to their organization and administration and the legal privileges which they enjoy. This chapter refers to private schools as a class; since, from a legal standpoint, there is no distinction apparent between the various types. If secondary schools or secondary schools for boys are specifically meant, an indication is given.

I. POLICE POWER

General State Regulations Affecting Private Schools

As a result of his study of legal statutes and court decisions, Freund points out that the theory of the police power of the state has the two attributes already mentioned: it aims to secure and promote the public welfare, and it does so by restraint and regulation. His examination reveals the police power

> not as a fixed quantity, but as the expression of social, economic, and political conditions. As long as these conditions vary, the police power must continue to be elastic, *i. e.*, capable of development.[4]

In discussing this power as one of restraint and compulsion, he says:

> The police power restrains and regulates, for the promotion of the public welfare, the natural or common liberty of the citizen in the use of his personal faculties and of his property, (and that) the maxim of this power is that every individual must submit to such restraints in the exercise of his liberty or of his rights of property as may be required to remove or reduce the danger of the abuse of those rights on the part of those who are unskillful, careless, or unscrupulous.[5]

The fundamental idea underlying this police power, then, is that the limits of individual liberty may be defined in order that its individual use may contribute to the social good and not deprive other individuals of their liberty or natural rights.

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[4] *Op. cit.*, p. 3.
[5] *Ibid.*, p. 17 and p. 6.

As far as the police power is concerned, the only difference between the treatment of corporations and individuals lies in the fact that corporations may have certain limitations imposed upon them when formed as a body corporate. Within these limitations they are entitled to the same treatment as an individual,[6] since they are artificial beings formed to provide powers that are not inherent in individuals or in associations of individuals.

The police power, regulating as it does individuals and corporations, cannot be arbitrary, but is subject to reasonable limitations; not only in regard to its purposes, but also in regard to its means and methods. The state cannot "deprive any person of life, liberty, or property, without due process of law", nor can it pass any law impairing the obligation of contracts.[7] It has been held that:

> The state legislature is not the final judge of limitations of the police power, but its enactment will be set aside when found to be an unwarranted, arbitrary interference with the constitutional right to carry on a lawful business or occupation, and to use and enjoy property.[8]

So far the limitations apparently concern only property rights or the carrying on of a business. A further limitation is seen in the decision of the United States Supreme Court in the so-called "Oregon Case".

> The fundamental theory of liberty upon which all governments in the Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.[9]

This statement as well as the entire history of the Oregon case seems to settle for all time the right of the private schools to exist.

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[6] *Ibid.*, pp. 733–736.
[7] U. S. Constitution. 14th Amendment, Section 1 and Section 10, Article 1.
[8] 296 Federal 929.
[9] 268 U. S. 534.

There is no apparent question of the right of the state through its proper officials to take the steps necessary to secure compliance with existing laws. It may require certain reports and registrations, may inspect, prohibit, and legislate but always, however, under the general principle of reasonableness. The police power is essentially a state as opposed to a federal power except as the United States Supreme Court may interpret the Federal Constitution.[10] This recourse to the Supreme Court by aggrieved individuals or corporations serves as a check to state legislation.

Before the development of the public high school, secondary education was largely in the hands of private initiative; the state's function being mainly that of encouragement and stimulation. For example, the New Hampshire state constitution drawn up in 1783 says:

> . . . it shall be the duty of the legislators and magistrates . . . to cherish the interest of literature and the sciences, and all seminaries and public schools; to encourage private and public institutions; . . .[11]

The constitutions of Massachusetts, New York, Pennsylvania, North Carolina, and Georgia, among others, contain similar provisions. During the heyday of the academy system, before the expansion of the public secondary schools, state aid was frequently allotted to private educational institutions not of a sectarian nature, but at present this is rarely done. The present tendency of the states is toward greater regulation of private institutions by virtue of this police power—a tendency which is in accord with the belief of educators that the state should concern itself more and more with the responsibility for the education of its youth.

Existing state laws show this tendency toward regulation. Table XVI presents data as to regulations concerning the compulsory school age, the control exercised over educational institutions by the states, the reports required of all schools by the

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[10] FREUND, *op. cit.*, Chapters II and X.

[11] "Sixty-third Annual Report of the State Board of Education of New Hampshire." Concord; State Department of Public Instruction, 1924, p. 45.

state educational authorities, and the requirements as to the teaching of certain subjects by all schools, public and private. Publications by the National Catholic Welfare Council were the primary sources of data.[12] The facts contained in these were checked by reference to all the other sources that could be procured; to state laws pertaining to education, to publications of the United States Bureau of Education, and by letters to state officials. The table as it stands is a composite of all these sources.[13]

The compulsory school age has nothing to do with private schools except the proviso in all states that children must be in some school. The provisions of the California law are typical. After giving the compulsory ages it is stated that:

> Children who are being instructed in a private full-time day school by persons capable of teaching: (shall be exempt from attendance at public schools) provided that such school shall be taught in the English language and shall offer instruction in the several branches of study required to be taught in the public schools of this state; and provided, further, that the attendance of such pupils shall be kept by private school authorities in a register, such record of attendance to indicate clearly every absence of the pupil from school for a half day, or more, during each day that school is maintained during the year.[14]

Some control is exercised over private schools by the state educational authorities in thirty-three states. This is usually limited to the approval of the school for educational purposes under the compulsory attendance act, or for accrediting. The amount of control varies. In four states supervision is exercised and in sixteen an inspection is made. Superintendent Wood of California, for example, writes: "The State office has not the power of inspection or supervision of private schools. However,

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[12] Lischka, C. N. (Compiled by) "Private Schools and State Laws." Bureau of Education of the National Catholic Welfare Council Bulletins, 1924, No. 4; and 1926, No. 3. Washington, 1924 and 1926.

[13] For list of state laws examined see the bibliography in Appendix E.

[14] "School Law of California." Sacramento: State Department of Education, 1925. Article 7487, Section 1.

TABLE XVI

State Regulations as to Education Which Apply to Private Secondary Schools

State	Compulsory School Age	Control Exercised by State Educational Authorities	Report Required by State Educational Authorities	Subjects Required by Law	English the Language of Instruction
		NEW ENGLAND STATES			
Connecticut	7–16	Inspection	Statistics	Citizenship, state and national con titution	Yes
Maine	7–15	Approval	Enrollment	American history, civil government	Yes
Massachusetts	7–14* cont. to 16	Approval	Statistics	.....	Yes
New Hampshire	8–16	Approval	Statistics	State and national constitutions	Yes
Rhode Island	7–16	Approval, registration, inspection	Statistics	State and national constitutions	Yes
Vermont	8–16	Approval	.....	.....	...
		MIDDLE ATLANTIC STATES			
Delaware	7–14 or 8 grades	.....	Statistics	State and national constitutions	Yes
District of Columbia	7–16 or working	Inspection	Statistics	.....	...
Maryland	7–14	Approval	Enrollment, attendance	National anthem	...
New Jersey	7–16	Approval, registration	Statistics	National constitution	Yes
New York	7–14 cont. to 18	Registration, supervision, inspection	Statistics	Patriotism, citizenship	Yes
Pennsylvania	8–16	Inspection	Enrollment, attendance	Civics, safety, constitution	Yes
		SOUTHERN STATES			
Alabama	8–16	Registration, inspection	Statistics	Constitution	Yes
Arkansas	7–15	.....	Enrollment	American history	Yes
Florida	7–16	Inspection	Attendance	.....	...
Georgia	8–14		Statistics		

* Continuation school until age 16.

TABLE XVI—*Continued*

STATE REGULATIONS AS TO EDUCATION WHICH APPLY TO PRIVATE SECONDARY SCHOOLS

STATE	COMPULSORY SCHOOL AGE	CONTROL EXERCISED BY STATE EDUCATIONAL AUTHORITIES	REPORTS REQUIRED BY STATE EDUCATIONAL AUTHORITIES	SUBJECTS REQUIRED BY LAW	ENGLISH THE LANGUAGE OF INSTRUCTION
Kentucky	7–16	Approval	Attendance	Constitution	...
Louisiana	7–14	Approval		State and national constitution	...
Mississippi	7–14	.....	Statistics	.....	...
North Carolina	7–14	Approval	Enrollment, attendance	.....	Yes
South Carolina	8–14	Approval, supervision	Statistics	History, state and national constitution	Yes
Tennessee	7–16	.....	.....	.....	...
Texas	8–14	.....	Enrollment	Citizenship	Yes
Virginia	8–14	.....	.....	.....	...
West Virginia	7–16 or working	Approval	Statistics	Civics, state and national constitutions	Yes
		NORTH CENTRAL STATES			
Illinois	7–16 cont. to 18	Inspection	Statistics	.....	Yes
Indiana	7–16 cont. to 18	Inspection, advisory	Enrollment, attendance	State and national constitutions	Yes
Iowa	7–16	.....	Enrollment	American history, civics	Yes
Michigan	7–16 cont. to 18	Supervision, inspection		State and national constitutions	Yes
Minnesota	8–16	.....	Statistics	Declaration of Independence, constitution	Yes
Ohio	6–18 or working	Buildings	Enrollment, attendance	American government citizenship	Yes
Wisconsin	7–16 or working	Inspection	Attendance	.....	...

TABLE XVI—*Continued*

STATE REGULATIONS AS TO EDUCATION WHICH APPLY TO PRIVATE SECONDARY SCHOOLS

STATE	COMPULSORY SCHOOL AGE	CONTROL EXERCISED BY STATE EDUCATIONAL AUTHORITIES	REPORTS REQUIRED BY STATE EDUCATIONAL AUTHORITIES	SUBJECTS REQUIRED BY LAW	ENGLISH THE LANGUAGE OF INSTRUCTION
		NORTHWESTERN STATES			
Idaho	8–18	.....	.....	Use of flag, national anthem, constitution	Yes
Montana	8–16	.....	.....	.....	...
Nebraska	7–16	Inspection	Attendance, enrollment	Civil government, state and national constitution	Yes
North Dakota	7–15	Approval	.....	.....	...
South Dakota	8–17	Approval, supervision, inspection	Attendance	Patriotism, state and national constitutions	Yes
Wyoming	7–16				
		SOUTHWESTERN STATES			
Arizona	8–16	Approval	Enrollment		Yes
Colorado	8–16	.....	Enrollment	Constitution	Yes
Kansas	7–16	Inspection	.....	Constitution, civil government	Yes
Missouri	7–14 cont. to 16	.....	Statistics	.....	...
Nevada	7–18	Approval	Statistics	State and national constitutions	Yes
New Mexico	6–16	Approval	Statistics	.....	Yes
Oklahoma	8–16	Inspection	.....	Constitution	Yes
Utah	8–16 cont. to 18	.....	.....	National constitution	...
		PACIFIC COAST STATES			
California	8–16 cont. to 18	.....	.....	Citizenship, constitution	Yes
Oregon	9–15 cont. to 18	Inspection	.....	Constitution	Yes
Washington	8–15 cont. to 18	Approval, inspection	Statistics	.....	...

most private schools of secondary grade submit to inspection by the University of California in order to obtain accreditation." The Commissioner of Education in Vermont writes: "Inspection (of private schools) is comparatively rare and is confined to cases of real necessity." Letters from the State Superintendents of Alabama, Florida, and Oregon are of much the same tenor.

Reports by private schools to state authorities are required in thirty-five cases. In some states these reports are simply attendance records; in others more detailed statistics are required. Two states, Connecticut and New Jersey, state that financial reports are not required.

Thirty-one states have mandatory regulations regarding the teaching in the high school of certain subjects relating to patriotism, United States history, or civil government. That of Kansas is a fair example. After prescribing courses for elementary schools, it continues;

> . . . in addition thereto, all high schools, public, private, or parochial, shall give a course of instruction concerning the government and institutions of the United States, and particularly of the constitution of the United States; and no student shall be graduated from such school who has not taken and satisfactorily passed such course.[15]

English is required as the language of instruction by thirty-two states. The language of the California law quoted with reference to permitting children to attend private schools states explicitly that these schools must be taught in English, and this is implied in the statutes of all states having this requirement. The language of the statutes shows that this regulation is intended, primarily, for children within the compulsory school ages and particularly in the elementary schools; but, since the vast majority of the private schools enroll boys within the compulsory school ages, it seems to have a place in this study. There have been regulations that foreign languages should not be taught below the eighth grade, but these have been

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[15] "New School Laws of Kansas." Topeka: State Department of Public Instruction, 1925, p. 10. Amendment to Section 72–1103 of the Revised Statutes of Kansas, 1923.

held unconstitutional by the Supreme Court of the United States.[16]

There are few other state regulations applicable to private secondary schools. Fire drills are required in Indiana, Michigan, Montana, Oregon, Rhode Island, Tennessee, Vermont, Washington, and Wisconsin. Fire escapes must be provided in Alabama and New Hampshire. A course in fire prevention is mandatory in Kansas, New York, and West Virginia.

Regulations of a similar nature may exist in other states; but, so far as could be ascertained, they are mentioned in the school laws only in the states named.

While nearly all states require the display of the national flag on public school buildings, the wording of the statute does not require it in the case of the private schools except in Kansas, Kentucky, New Hampshire, Ohio, and Pennsylvania, where the display of the national flag is obligatory on all schools.

An oath of allegiance to the United States is required of private school teachers in Colorado, Ohio, Oklahoma, Oregon, Pennsylvania, and South Dakota. The Oregon statute reads:

> Every teacher now or hereafter employed in a private or parochial school or in any academy, college, university, or other institution of learning in this state, shall, before entering upon the discharge of his or her duties, take the same oath or affirmation of allegiance as that prescribed for public school teachers in paragraph 1.[17]

Certification of private school teachers on the same basis as those of the public schools is required in Alabama, Michigan, Nebraska, and South Dakota. Of these states Nebraska and Michigan grant it only to citizens. Arizona, California, Kansas, Maine, Minnesota, Mississippi, New Jersey, New York, South Dakota, and California, say that teachers in private schools shall be "competent" or "qualified", and then leave the matter in this indefinite way.

Despite the lack of legal provisions in many states for the

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[16] LISCHKA, *op. cit.*, No. 4. October, 1924, pp. 159–170.

[17] "Oregon School Laws." Salem: State Department of Public Instruction, 1925. Section 112, paragraph 2.

supervision of private schools by the state authorities, an indirect control is exercised by the necessity of approval and inspection on the same basis as public schools for accrediting to institutions of higher learning. Attendance at private schools by children of compulsory school age, moreover, presupposes the approval of these authorities and enables the exaction of certain conditions before approval is given. Letters from the State Superintendents of California, Massachusetts, Minnesota, Oklahoma, Oregon, Tennessee, Texas, Utah, Vermont, Washington, and Wyoming mention one or the other of these indirect means as a way to insure standards similar to those of the public schools. However, the letters received from these Superintendents, the number of states with no mention of state control, and the lack of information in the reports of state authorities relative to private instruction lead to the conclusion that comparatively little attention is paid to private schools by state educational authorities, unless the schools themselves request it.

Participation in State Funds

A most important point in the consideration of the police power of the state is the prohibition of the use of public money for private or sectarian education. Data on this question are presented from all states except Idaho and Maryland. Many states in their constitutions refer to education as a cause worthy to be encouraged, but none of the forty-seven studied, except Maine, grant public funds to sectarian schools.

While in practice the granting of these funds to any private school is not common, there is a distinction in the actual wording of the statutes. The following twenty-seven states mention only religious or sectarian schools as being excluded: Alabama, Arizona, California, Colorado, Delaware, Florida, Georgia, Iowa, Illinois, Kansas, Kentucky, Michigan, Minnesota, Montana, Nevada, North Carolina, North Dakota, New Hampshire, New York, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Utah, Washington, and Wisconsin.[18] The provision in the case of Alabama reads as follows:

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[18] The sources of this information are the State Laws, letters from State Superintendents of Public Instruction, and Lischka, *op. cit.*

No money raised for the support of the public schools shall be appropriated to or used for the support of any sectarian or denominational school.[19]

On the other hand eighteen states have some such provision as the following:

No appropriation shall be made to any charitable or educational institution not under the absolute control of the commonwealth.[20]

These states are Arkansas, Connecticut, District of Columbia, Indiana, Louisiana, Massachusetts, Mississippi, Missouri, Nebraska, New Mexico, New Jersey, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, West Virginia, and Wyoming.

In Connecticut, Maine, New Hampshire, New York, North Carolina and Virginia, there is a constitutional provision against state aid to sectarian institutions. Public funds, however, are paid, under certain conditions, to non-sectarian private schools. The Commissioner of Education of New Hampshire writes: "The state grants no aid of any kind to private elementary schools . . . under restrictions, towns which do not maintain high schools may pay tuition to approved private secondary schools." The New Hampshire law reads:

Any school district may make a contract with an academy, high school, or other literary institution located in this, or, when distance or transportation facilities make it necessary, in another state, and raise and appropriate money to carry the contract into effect. If the contract is approved by the state board, the school with which it is made shall be deemed a high school maintained by the district.[21]

The approved schools in New Hampshire fall into two classes; private and semi-private, the latter being those where, apparently, a former privately controlled academy has reached some agreement with the town authorities:

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[19] "School Code of Alabama." Montgomery: State Department of Public Instruction, 1924, p. 14.

[20] "Constitution of Pennsylvania." In "School Laws of the Commonwealth of Pennsylvania." Harrisburg: 1925. Article III, section 17.

[21] "Laws of New Hampshire Relating to Public Schools and the Welfare of Children." Concord: State Department of Public Instruction, 1925, pp. 48–49.

Many buildings still stand where once were flourishing academies and the income of many endowments has now been transferred to uses not designed by the donor. A number of these ancient schools still have a more or less precarious existence or with various adaptations of name, funds, and control, serve as public community high schools.[22]

In Vermont, also, the towns may pay tuition in approved high schools or academies, and are reimbursed by the state.[23]

Connecticut's constitution says quite definitely that the school fund shall "be inviolably appropriated to the support of the public or common schools throughout the state . . . and no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of public or common schools . . . as justice and equity shall require."[24] This is construed, however, as permitting towns not maintaining high schools to pay the tuition of their high school students at eight endowed or incorporated academies.[25]

The situation in Maine is unique in current educational practise. The state constitution makes no prohibition as to the granting of public funds to either sectarian or other private schools, and aid is granted under the following conditions:

Whenever it shall be made to appear to the governor and council, from returns made as herein provided, that any incorporated academy in the state is prepared to give instruction equivalent to that required by law to be given in free high schools, that the pupils attending the said academy are qualified to receive such instruction, and that the teachers in the said academy have the qualifications fitting them to give instruction in secondary school studies, such academy shall be entitled to receive annually from the state a sum not exceeding five hundred dollars, in case it maintains an English secondary

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[22] "Report of the State Board of Education, 1924." Concord: State Department of Public Instruction, 1924, p. 64.

[23] "General Laws of the State of Vermont Relating to the Department of Education with Amendments to 1925." Montpelier: State Department of Education, 1925, pp. 47–48.

[24] "Constitution of Connecticut" in "Laws Relating to Schools." Hartford: State Board of Education, Connecticut School Document, No. 5, 1922, p. 3.

[25] "Laws Relating to Public Schools." Connecticut School Document, *op. cit.*, p. 80.
"Report of the Board of Education of the State of Connecticut, 1925." Hartford: State Board of Education, 1925, p. 16.

school course of study as prescribed by the state superintendent of public schools, or a sum not exceeding seven hundred and fifty dollars in case it maintains in addition to an English course a college preparatory course, or a sum not exceeding one thousand dollars in case it maintains an English course, a college preparatory course and a training course for teachers; provided, that the courses of study herein named shall be subject to the approval of the state superintendent of public schools, and provided, that the amount paid by the state to any academy under this section shall be expended by the said academy for instruction during the year for which payment is made, and shall not exceed the total income of the said academy from all other sources; and provided, further, that in addition to the amount received from the state, a sum equal thereto shall be expended for instruction and maintenance of the academy during said year; and provided, further, that every academy receiving money from the state under this section shall provide instruction as contemplated by this section for not less than thirty weeks in each year; and provided, further, that no academy shall be credited with maintaining a course of study under this section unless the said academy shall have an average of not less than twelve students in said course.[26]

In 1923 Governor (then State Senator) Brewster sponsored an amendment to the constitution which would prohibit the granting of public moneys to any private schools—an action which would place Maine in full accord with current practice. This was defeated at the time and has since been defeated a second time in 1926, so that Maine is the only state in the Union known to grant public funds to sectarian schools. A letter from the State Commissioner of Education says:

Roman Catholic parochial schools of secondary rank may receive appropriations by the legislature. No distinction has been made in regard to the religious affiliation of any secondary school receiving small appropriations. We have some fifty-six private schools of the academy type. The legislature appropriates about $60,000 a year to be divided among these schools. They are of long standing and our constitution provides that the legislature may endow them from time to time. Our free attendance act provides that children who live in towns not supporting free high schools, may attend any high school within the state they desire, provided such high school is approved by the State Commissioner of Education for instruction and course of study.

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[26] "Laws of Maine Relating to Public Schools." Augusta: State Board of Education, 1925, p. 50.

Another state regulation of interest in this connection is that of North Carolina.

In any school district where there may be a private school regularly conducted for at least six months of the year, unless it is a sectarian or denominational school, the school committee with the approval of the County Superintendent may contract with the teacher of such private school to give instruction to all pupils of the district between the ages of six and twenty-one years in the branches of learning taught in the public schools and free of tuition. The amount paid such private school for each pupil in the public school branches, based on the average daily attendance, shall not exceed the regular tuition rates in such school for such branches of study.[27]

Another similar regulation is found in the Tennessee "High School Manual" in spite of the law prohibiting appropriations to educational institutions not under the absolute control of the state.

The County Board of Education shall have the power to make contracts with the proper authorities of private schools, or with City Boards of Education whereby the county high school branches may be taught in said private or city schools; provided, that the high school branches be taught free of charge to all the pupils of the county entitled thereto; provided, further, that the authority of the State Commissioner of Education, County Superintendent and all public school officers shall be as full and ample in such schools as in other county high schools; and provided, further, that no teacher shall be employed in teaching the said high school branches unless said teacher have a teacher's certificate of such grade as may be prescribed for said services, and unless the employment of said teacher shall be approved by the County Board of Education.[28]

By virtue of the safeguarding clauses concerning the authority of the public school officials, these contracts with private schools are apparently considered to be within the limits of the state constitution.

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[27] "The Public School Law." Raleigh, North Carolina: State Department of Public Instruction, 1923, p. 35.

[28] "The High School Manual. Laws and Regulations . . . for the County High Schools." Nashville, Tennessee: State Board of Education, 1926, pp. 4-5.

The regulations outlined in Table XVI and those mentioned which are not given in the table are the outstanding examples of the police power as it affects private schools. Except for the relatively rare mention of fire drills and building supervision, the aim of these regulatory provisions seems to be threefold: to insure a clear separation between church and state, to see to it that each child, whether in a public or a private, school receives at least a minimum amount of proper instruction, and that that instruction shall include certain courses designed to give him a good understanding of his duties as a citizen.

There is no question at the present time as to the justice of a regulation prohibiting the use of public funds for the support of sectarian schools. That issue was settled from 1835 to 1875 during the battles to control and extend the public school system.[29]

The provisions for a minimum school age, for the approval, inspection, and supervision of private schools, the various reports required, the obligatory certification of teachers, and the use of English as the language of instruction, are intended clearly to secure that integrating education considered necessary for the best interests of the individual and through him of the state. The second group of requirements, those having to do with the display of the national flag, an oath of allegiance by the teachers, and the teaching of civics, civil government, and the state and federal constitutions are intended to develop the proper attitudes towards citizenship and an understanding of its privileges and obligations.

The only possible criticism of these regulations as they stand is that their application is so limited. There is no apparent reason why the state control of private schools should not be extended in all states to include registration, advice, and supervision, or why the certification of private school teachers should not be required on the same basis as that of public school teachers. Indeed, it would seem highly desirable that this be done. That it is not leads to two possible conclusions: either the state authori-

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[29] CUBBERLEY, E. P. Public Education in the United States. Boston: Houghton Mifflin Company, 1919, pp. 171–181.

ties do not interest themselves in private education because of a lack of legal authority and the pressure of other duties, or the condition of private education is considered satisfactory.

II. LAW OF CHARITIES

Private schools may be hindered in the free exercise of their wishes by the theory of the police power of the state, but there is a compensation in their favored position under the law of charitable uses. Zollman describes charity as essentially a product of Christianity, and continues: "Through the Roman law it (the law of charitable uses) has spread to every people which has adopted that system of jurisprudence, has taken its place in the common law, and is today universally recognized as an essential part of every civilized code."[30] In the case of the police power the Supreme Court of the United States acts as a check on the states, but there is apparently no check or uniformity of treatment in the case of charity. In their application of this law of charitable uses, however, the states can be classified into distinct groups according to the degree that the fundamental English statute of Elizabeth is treated or ignored or that the legislatures have enacted laws.[31] Consequently, private schools in certain states may be more favored than in others, depending on the application of this statute in the particular state where they are located.

That education is a proper subject of a gift for charitable purposes has been affirmed by the courts regardless of the financial status of those receiving its benefits.[32] This form of charity has a broad sphere. Educational purposes are:

> not merely the means of instruction in . . . the arts and sciences, but all that series of instruction and discipline which is intended to enlighten the understanding, . . . inculcate generous and patriotic sentiments,

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[30] ZOLLMAN, *op. cit.*, pp. 1–3. The legal cases here cited bearing on the law of charitable uses were all found in this authority, then checked as to authenticity by reference to the particular decision.

[31] *Ibid.*, Chapter II.

[32] 125 Mass. 321, 327; 28 Pa. 23, 34.

and to form the manners and habits of rising generations, and so fit them for usefulness in their future stations.[33]

Much of this has been done in the past by religious agencies, and there is no evidence of a present disposition to question the right to give religious instruction as a part of the curriculum of sectarian schools. That there is a system of public schools need not interfere with a donor's wish to establish a free school.[34] Special or specific education falls under this law, and educational purposes in general have been recognized as charitable.[35] This is seen in the laws exempting the property of private schools from taxation. Not every educational purpose, of course, is charitable, and "where an educational institution has all the earmarks of a profit-making venture, it is entirely safe to say that it is not a charity".[36] In this case the school is not necessarily exempt from taxation as may be seen by the statutes of twelve states: Arizona, District of Columbia, Georgia, Iowa, Kentucky, Massachusetts, Montana, New Hampshire, New Jersey, Rhode Island, South Carolina, and Texas.

Table XVII shows in tabular form certain practices of the various states in the matter of exempting private institutions from taxation.[37] Forty-four have specific provisions. In the majority of cases the word "property" is used though some laws go into more detail. Twenty-six of these states stipulate that the property must be used "exclusively" or "actually" or "purely" for educational purposes. There is a difference of opinion as to whether the schools "shall" be exempt or "may" be exempt; twenty-eight make it mandatory and fifteen permissive. Obviously private schools in the latter class are in a less advantageous legal position, since a strict interpretation of the law might render them liable to taxation. Pennsylvania, Utah, and Massachusetts do not use the word "educational" or "school" in connection with tax exemption, though nonprofitmaking private schools in these states are exempt. As a

[33] 54 N. H. 18, 22.
[34] 90 S. E. 54.
[35] ZOLLMAN, *op. cit.*, p. 201 for specific cases.
[36] *Ibid.*, p. 202.
[37] The sources for this table are the same as for Table XVI.

matter of fact, most state constitutions exempt many institutions other than schools alone. A fair sample of the usual wording is:

> All property used exclusively for state, county, municipal, literary, educational, scientific, religious, benevolent and charitable purposes, . . . shall be exempt from taxation.[38]

Private schools are held generally to be charitable institutions and to benefit by the broad definition of the word as explained in Zollman,[39] so the courts have usually favored the schools in their decisions as to disputed points.[40] Five states, Florida, Georgia, Nevada, New Jersey, and Virginia, specify that the schools must be corporations to secure exemption.

Certain states place a limit on the amount of property exempted. New Hampshire specifies $150,000, but adds that the town may increase this exemption. Rhode Island, Missouri, Iowa, New Jersey and Wisconsin, limit the amount of land exempted. A supplement to the New Jersey "Laws Affecting Taxation" cites in detail some of the specific questions that have come up in that state. For example, the statute reads "shall be exempt . . . the land whereon any of the buildings hereinbefore mentioned are erected, and which may be necessary for the fair enjoyment thereof". The question of what is a fair amount has been settled as five acres around each building, but the total number of acres cannot be divided by the total number of buildings.[41] Another source of litigation has been the interpretation of such words as "devoted to the purposes (educational) mentioned". For example, the courts hold that to be exempt, houses in which teachers live must clearly bear some reference to educational purposes.[42] A thorny

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[38] Kansas State Constitution, Article VI, Section 8. Quoted from Lischka, *op. cit.*, p. 33, Bulletin No. 4, October, 1924.

[39] ZOLLMAN, *op. cit.*, Chapters IV and VII.

[40] LISCHKA, *op. cit.*, No. 4, October, 1924, pp. 202–203; and Zollman, *op. cit.*, Chapter XVIII, give lists of cases.

[41] "Laws Affecting Taxation of the Session of 1925." Trenton: State Board of Taxes and Assessment, State of New Jersey, pp. 12–13.

[42] 46 N. E. 394; 26 N. E. 636; 55 N. E. 841; 9 L. R. A. 198; 55 N. E. 844.

STATE REGULATIONS CONCERNING THE EXEMPTION OF PRIVATE SCHOOLS FROM TAXATION

STATE	PURPOSES FOR WHICH EXEMPTION IS GRANTED	USE OF WORDS "EXCLUSIVELY" ETC. FOR THESE PURPOSES	WHAT SHALL BE EXEMPT	PERMISSIVE EXEMPTION	MANDATORY EXEMPTION
		NEW ENGLAND STATES			
Connecticut	Educational, religious, charitable	..	Property	..	X
Maine	Schools	..	Property	..	X
Massachusetts	Literary or charitable institutions	X	Personal property	..	X
New Hampshire	Educational	..	Personal property	..	X
Rhode Island	Educational	X	Buildings, personal estate	..	X
Vermont	Schools	X	All property	..	X
		MIDDLE ATLANTIC STATES			
Delaware	Educational	..	Organizations, real or personal property	..	X
District of Columbia	Educational	..	Buildings, grounds, property	..	X
Maryland	.....	..	.....	..	..
New Jersey	Schools, seminaries, academies	X	Buildings and necessary land	..	X
New York	Educational, charitable, benevolent	X	Real property	..	X
Pennsylvania	Public charity	..	Actual places	X	..
		SOUTHERN STATES			
Alabama	Educational	X	Property	..	X
Arkansas	.....	X	Property	..	X
Florida	Educational	X	Property	..	X
Georgia	Academies, seminaries	..	Buildings	X	..
Kentucky	Educational	..	Institutions	..	X
Louisiana	Schools	X	All property	..	X
Mississippi	.....	..	.....	..	..
North Carolina	Educational	..	Property	X	..
South Carolina	Schools, colleges, institutions of learning	..	Property	..	X
Tennessee	Educational	X	All property	X	..
Texas	School	X	Buildings, furniture, and endowments	X	..
Virginia	Educational	X	Building, land	X	..
West Virginia	Educational	..	Property	X	..

TABLE XVII—*Continued*

STATE REGULATIONS CONCERNING THE EXEMPTION OF PRIVATE SCHOOLS FROM TAXATION

STATE	PURPOSES FOR WHICH EXEMPTION IS GRANTED	USE OF WORDS "EXCLUSIVELY" ETC. FOR THESE PURPOSES	WHAT SHALL BE EXEMPT	PERMISSIVE EXEMPTION	MANDATORY EXEMPTION
		NORTH CENTRAL STATES			
Illinois	School	X	Property	X	..
Iowa	Literary, charitable, religious	X	Buildings, grounds	..	X
Indiana	Educational	..	Real and personal property	X	..
Michigan	.....	..	.....	..	..
Minnesota	Academies and seminaries	..	All property	..	X
Ohio	Educational	X	Institutions	..	X
Wisconsin	Educational and charitable	X	Property	..	X
		NORTHWESTERN STATES			
Idaho	School or educational	X	All property	..	X
Montana	Educational	X	Property	X	..
Nebraska	School	X	Property	X	..
North Dakota	School	X	Property	..	X
South Dakota	School	X	Property	..	X
Wyoming	Educational, fraternal, charitable	..	Land and buildings	..	X
		SOUTHWESTERN STATES			
Arizona	Educational	..	Property	X	..
Colorado	School	X	Lots with buildings	..	..
Kansas	Educational	X	All property	..	X
Missouri	Schools	X	Lots with buildings	X	..
Nevada	Educational	..	Property	X	..
New Mexico	Educational	..	All property	..	X
Oklahoma	Schools	X	Property	..	X
Utah	Charitable	X	Lots with buildings	..	X
		PACIFIC COAST STATES			
California	.....	..	.....	..	..
Oregon	Educational	..	All property	X	..
Washington	.....	..	.....	..	..

question is the interpretation of the words "not conducted for profit".[43] All such questions, beyond the strictly legal facts, have been settled in accord with the law of charitable uses which favors the charity.[44]

III. THE AUTHORITY OF THE STATE TO CONTROL CORPORATE EDUCATIONAL INSTITUTIONS

In order to ascertain the extent to which corporate law applies to private education, it is necessary to see whether private schools exist as the property of individuals, of partnerships, or of corporations. The fourth question on the questionnaire was "Is your school incorporated?" This was answered in 771 cases. Table XVIII shows the distribution by states of the schools, Catholic and non-Catholic, which answered the question; 567, or 73 per cent were incorporated.

It is important, therefore, to know the specific authority of the state over incorporated schools and the policies underlying its relationship to them. Dr. Lester W. Bartlett has made a study of the authority of the state in the control of private institutions of higher education.[45] His general method of treatment is followed in this study, utilizing such of his findings as apply to seondary education with supplementary material found elsewhere. The three factors involved are: (a) the authority of the state to incorporate institutions; (b) the authority of the state to place limitations upon the powers of institutions at the time of incorporation; and (c) the authority of the state to exercise a continuing control over institutions after incorporation.

For a group of individuals to secure the benefits of immortality and individuality which are desirable in the carrying on of a business or association, it is necessary to incorporate, and the "granting of such right or privilege rests entirely in the discretion of the state",[46] coming about either through special

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[43] 74 Atl. 251; 115 Atl. 342.

[44] For specific cases bearing on these and other similar points see Zollman, *op. cit.*, Chapter XVIII.

[45] BARTLETT, L. W. "State Control of Private Incorporated Institutions of Higher Education." Teachers' College Contributions to Education, No. 207. New York: Teachers' College, Columbia University, 1926.

[46] 211 U. S. 54.

TABLE XVIII

DISTRIBUTION BY STATES OF 771 INCORPORATED AND NON-INCORPORATED PRIVATE SECONDARY SCHOOLS ADMITTING BOYS

STATE	NUMBER OF SCHOOLS INCORPORATED	NUMBER OF SCHOOLS NOT INCORPORATED
	New England States	
Connecticut	20	8
Maine	17	3
Massachusetts	32	11
New Hampshire	5	0
Rhode Island	4	1
Vermont	9	3
	Middle Atlantic States	
Delaware	3	0
District of Columbia	3	3
Maryland	15	4
New Jersey	19	7
New York	60	43
Pennsylvania	36	10
	Southern States	
Alabama	11	6
Arkansas	4	3
Florida	4	9
Georgia	18	5
Kentucky	12	2
Louisiana	8	4
Mississippi	5	2
North Carolina	17	6
South Carolina	3	4
Tennessee	22	4
Texas	18	1
Virginia	19	10
West Virginia	3	0
	North Central States	
Illinois	28	6
Iowa	14	0
Indiana	7	1
Michigan	12	2
Minnesota	12	3
Ohio	16	6
Wisconsin	14	0
	Northwestern States	
Idaho	5	0
Montana	3	1
Nebraska	11	0
North Dakota	6	0
South Dakota	4	1
Wyoming	1	0
	Southwestern States	
Arizona	2	1
Colorado	1	2
Kansas	11	5
Missouri	18	4
Nebraska	0	0
New Mexico	1	1
Oklahoma	1	2
Utah	3	1
	Pacific Coast States	
California	18	15
Oregon	4	2
Washington	8	2
Total	567	204

enactment of the legislature or through the general corporation laws. The act of incorporating implies the grant of certain capacities by the state that will enable the corporation to carry out its purpose as is seen in the New Jersey law following; and, in the case of a corporation formed to carry out a benefaction, the donor has certain rights in directing the use of his charity,[47] or may assign those rights to the trustees of the institution.[48]

The state has the authority to place limitations on the powers of an institution at the time of incorporation in so far as public policy demands it,[49] but "in view of the right of the donor to direct the use of his charity, and the policy of the state to promote education as a worthy charity, states have actually placed few limitations upon the powers of educational corporations".[50]

The New Jersey law regulating the incorporation of private schools offers a clear example of how one state treats the question of its initial control. The essential features follow.

Any five or more persons who are either alumni or trustees of any existing private school, whether incorporated or not, may, upon signing, executing, recording, and filing a certificate in accordance with the provisions of the act, become a corporation for the promotion of learning, and for the conducting and maintaining of any such private school. After the filing of the certificate, the persons who have signed it, and their associates and successors, become a body politic and corporate by the name stated in the certificate, and as such have power to have succession by its corporate name; to sue and be sued, complain and defend, in any court of law or equity; to make and use a common seal and alter the same at pleasure; to appoint such officers, managers, and agents as the business of the corporation may require; to make by-laws, not inconsistent with the laws of the state or of the United States for the management of its property and the regulation of its affairs; to contract and

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[47] 4 Wheat 564. See also Zollman, *op. cit.*, pp. 418–419.

[48] The Constitution of Phillips Exeter Academy, Exeter, N. H., furnishes a good example of the foundation of a private school and the assignment of powers by the donor. See Crosbie, L. M. The Phillips Exeter Academy, a History. Exeter, New Hampshire: 1924, Appendix.

[49] 143 U. S. 313.

[50] BARTLETT, *op. cit.*, p. 24.

be contracted with; to attend to the financial affairs necessary or desirable for attaining the objects and carrying into effect the purposes of the corporation; and to exercise any corporate powers necessary or convenient to the exercise of the powers enumerated and given. The business of the association must be conducted by a board of not less than five nor more than fifteen trustees, subject to the by-laws that are adopted by the incorporators. The law further states that the number of trustees shall be elected in the manner and for such term or terms as the by-laws provide, and shall hold office until their successors shall be elected. Under the terms of the law no association so organized is allowed to have any capital stock, or be incorporated for pecuniary profit, except that it is lawful for such a corporation to make such charges to its pupils as may be determined by the board of trustees for tuition and for other school charges as may be necessary to meet the expenses of operation of the school.[51]

The state has the undeniable right to exercise an unlimited initial control over the corporate powers of an institution but, once granted, they cannot be arbitrarily changed by the state; provisions of the Federal Constitution safeguard certain inalienable rights, as has been seen in the discussion of the police power.[52]

The decision in the Dartmouth College case blazed the way for the present acceptance of the fact that the charter of an educational institution is a contract between the state and the incorporators and must not be altered except by mutual consent.[53] One result of this decision was that in charters issued after 1816, states frequently took care to reserve to their legislatures the power to amend or repeal charters; a right which had existed but had not been extensively used.[54]

The state, however, in its right to amend or repeal may not substantially impair vested rights. This is shown in the so-called "Berea College case" where the Supreme Court of the

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[51] "New Jersey School Laws, Rules, Regulations, and Decisions." Trenton: State Department of Education, 1925, pp. 353–355.
[52] U. S. Constitution, 14th Amendment, Section 1. Also Article 1, Section 10.
[53] BARTLETT, *op. cit.*, pp. 25–27.
[54] *Ibid.*, pp. 28–30.

United States held that the state of Kentucky acted within its power in amending the charter of the college to make it conform with a law passed subsequent to the granting of the charter, inasmuch as the amendment did not impair the vested rights of the college.[55]

In case the trustees abuse the rights and privileges granted, it becomes necessary for the state to interfere; to see to it that the wish of the donors be carried out; to safeguard public interests; and to insure the performance of duties accepted by the trustees in an honest and faithful manner.[56] Thus it appears that the state may exercise a continuing control over corporations, and, from the evidence given in Table XVI, may and does exercise a regulatory control over certain aspects of corporate educational administration.

The question of state control of corporations needs examination in detail, so far as it affects private schools. A study of Bartlett's findings of the practices of the incorporation of institutions of higher learning[57] so far as they are applicable to the secondary schools of seventeen states leads to the following conclusions.[58] Educational institutions are usually incorporated under the general corporation law, but sometimes by a special act; in Rhode Island, Maine, and certain other states it may be by either process.[59] Less than one-half of the seventeen states provide for any special approval of the articles of incorporation, and only a few, including Arkansas, Maryland, New York and Massachusetts, require the approval of the state educational agency. This question of submitting articles of incorporation for approval must not be confused with the approval of private schools by the state agency for purposes of being accredited—most states require the latter. Seven states, Kentucky, New Mexico,

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[55] 211 U. S. 57.
[56] BARTLETT, *op. cit.*, pp. 30–31.
[57] *Ibid.*, Chapter III.
[58] The states from which information was available are Arkansas, Georgia, Kentucky, Maine, Massachusetts, Maryland, Michigan, Minnesota, North Dakota, New Jersey, New Mexico, New York, Oklahoma, Rhode Island, Tennessee, Texas, and Virginia.
[59] "Laws of Rhode Island Relating to Education." Providence: State Board of Education, 1923, pp. 70–71.

North Dakota, Oklahoma, Tennessee, Texas, and Virginia, reserve to the legislature the right to amend or repeal the articles of incorporation[60] subject, of course, to the action of the courts as to a legitimate or illegitimate use of this power as has been seen in the Berea College case. Certain states, among others Arkansas, Maryland, Michigan, and New York, provide for the visitation of private schools by representatives of the state department of education, and Kentucky provides that religious, charitable and educational institutions shall "at all times be subject to visitation by the legislature".[61]

As in the case of the police power, certain states have such salutary laws regarding educational corporations that they might well be adopted by all. The approval of the articles of incorporation by the state educational agency, a continuing control, and a provision for visitation by the proper agency seem the minimum requirements possible, if the state is to fulfill its duty as the guardian of the social welfare.

IV. SUMMARY

The legal basis of private schools and the legal restrictions as to their organization and administration are considered under three headings: the police power, the law of charities, and corporate law as applied to educational institutions.

The theory underlying the police power of the state is that individuals and corporations may have their liberties regulated or defined in whatever way will bring the greatest good to society as a whole. Education, as playing an important part in social well-being, comes under the application of this power; and private education, carried on outside the public educational agencies should be scrutinized even more closely by the state than is the case.

The exercise of this power by the various states cannot be arbitrary, but is subject to reasonable limitations which are difficult to define exactly. Aggrieved individuals, however,

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[60] For example see "Corporation Laws of North Dakota." Bismarck: Office of the Secretary of State, 1925, p. 6.

[61] BARTLETT, *op. cit.*, p. 52.

may appeal to the United States Supreme Court which has held that it, and not the individual states, is the final judge of the reasonableness of the exercise of this power. The particular decision directly applicable to private schools in this connection is that in the Oregon case, in which it was held that a state may not force its children to accept instruction from public school teachers only, but that they may attend private schools at the discretion of their parents.

Reasonable application of police power as applied to private schools is seen in the state regulations concerning the compulsory school age in all states, their approval, inspection, or supervision by the state educational officials in thirty-three states, the requirement of certain reports in thirty-five, the regulations concerning the teaching of civics, United States history, or the state or national constitution in thirty-one, and the requirement of English as the language of instruction, at least in the case of children of compulsory school age, in thirty-three states. Other regulations found in a minority of the states are the requirement of an oath of allegiance by the teachers in six states, regulations concerning fire protection in fourteen, concerning the display of the American flag in five, and the certification of private school teachers in four states only. It must be confessed that these applications of the police power are very reasonable, and might well be extended to include all states.

A further application of this same theory is seen in the constitutional provisions of the great majority of the states forbidding the use of public funds for any private schools in eighteen cases, and for sectarian schools only in twenty-seven cases. Only one state, Maine, grants funds to sectarian schools, and only Connecticut, Maine, New Hampshire, New York, North Carolina, Tennessee and Vermont allow public funds to be granted non-sectarian private schools.

Charities are universally favored by law in the several states though in varying degrees. Private schools, especially those not conducted for profit, benefit by this, particularly in the matter of tax exemption. Although forty states exempt the property of private schools from taxation, twelve stipulate that the school must not be conducted for profit, and five that it must be a

corporation. Twenty-six require the property to be used exclusively for educational purposes. Twenty-eight say that the property shall be exempt, and fifteen that it may be exempt. Court decisions show that in doubtful cases the questions are settled in accord with the law of charitable uses which favors the schools as coming under the definition of a charity.

Since 73 per cent of 771 private schools replied to a questionnaire that they are incorporated, the question of the incorporation of educational institutions is considered. It is found, in the first place, that the state has the authority to incorporate schools, granting them certain powers at the time of incorporation and respecting the rights of a donor to direct his bequest. In the second place, the state has the right to place limitations at the time of incorporation; but once certain rights are granted, a contract exists between the corporation and the state which cannot be altered except by mutual consent. Even when the right to appeal or amend has been reserved by the state, vested rights may not be impaired. In the third place, the state may exercise a continuing control over corporations, and, in the case of private schools, it does so by regulations laid down under its police power. Provisions in the laws of certain states show evidence of a constructive policy in the treatment of educational corporations, but there is no evidence of any general uniformity.

The impression gained from an intensive study of the enactments concerning private schools is that the state authorities concern themselves little with such institutions. The regulations which exist are the smallest number possible consistent with any oversight whatever, although here and there constructive measures are found which might well be adopted universally. On the whole, however, the lack of data printed in state reports, the information given by state educational officials, and the paucity of legislation suggest that the state authorities are satisfied with private school conditions as they exist or are so engaged with the public school system that little time is available to devote to private education.

IV

AIMS OF PRIVATE SCHOOLS AND METHODS EMPLOYED TO CARRY OUT THE AIMS

The purpose of this chapter is to ascertain the aims of private schools admitting boys, to examine their curricula, and to see by what methods they attempt to carry out their expressed objectives. The method used—that of listing the objectives set forth in school catalogues—is open to the objection that such publicity documents may overemphasize certain aims and not state others. It is believed, however, that the desire of parents to obtain full value for money expended leads them to exercise a close enough supervision over the schools to curb any tendency toward too extravagant claims. Therefore, it is assumed that aims set forth so publicly do represent the real purposes of private instruction; whether these are actually carried out in practice is another matter.

But few catalogues were received from Catholic schools, so they are omitted from this discussion other than to say that the statement of the Creighton University High School may be taken as typical of those received— "the harmonious development of the faculties of soul and body of the student". The reason given for the existence of Catholic schools in an official statement is as follows:

> The Catholic Church has established a separate system of schools because it is the divinely appointed custodian of the whole body of revealed religious truth and is charged with the duty of teaching it to all men and to all nations. To do this adequately, a separate system of schools in our country is necessary. . . . Will training is looked upon by the Church as no less important in the educative process than physical or intellectual training, . . . Religious training is the best training for a citizen.[1]

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[1] RYAN, J. H. "Catechism of Catholic Education." Washington: Bureau of Education, National Catholic Welfare Conference, 1922, p. 48.

It must be emphasized that the omission of Catholic schools in this chapter does not mean that they are not of great importance in a consideration of private education; but here as in certain other cases, it is more convenient to treat them as a class.

Two hundred non-Catholic schools, then, were selected as a basis for study.[2] The attempt was made to secure a sampling proportionate to the distribution of the schools throughout the country. It was impossible since so few schools in the South furnished data. The list as finally compiled contains numbers of schools proportionate to the total number in the North Central states, the Northwest, the Southwest, and on the Pacific Coast. In the South, however, only twenty schools are listed instead of the sixty which should appear. The New England and Middle Atlantic states are represented by more than their proportionate share as regards actual numbers, though it is a question whether their relative size does not warrant the balance in their favor. A comparison with the master table will show the classification of the schools chosen with respect to denomination, length of course, type, and fee charged.

I. THE AIMS OF THE SCHOOLS

A comparison between the percentages of pupils in the public and private secondary schools which reported to the United States Bureau of Education in 1924 shows that 89.2 per cent of the boys were in public schools and but 10.8 per cent in private institutions.[3] Hence, in analyzing the aims of those private schools admitting boys, an attempt was made to classify them according to the Cardinal Principles of Secondary Education[4]—the formulation most generally accepted by public schools. This attempt was abandoned since it involved too elastic an interpretation of both the Cardinal Principles and the state-

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[2] See appendix C for a list of the schools studied for aims.

[3] "Statistics of Private High Schools and Academies, 1923–1924." U. S. Bureau of Education Bulletin, 1925, No. 23. Washington, 1925, p. 2.
"Statistics of Public High Schools, 1923–1924." U. S. Bureau of Education Bulletin, 1925, No. 40. Washington, 1925, p. 4.

[4] "Cardinal Principles of Secondary Education." U. S. Bureau of Education Bulletin, 1918, No. 35. Washington, 1918.

ments in the catalogues, and the method followed by Koos in his "The Junior College"[5] was adopted; a listing of the purposes as they occur with the number of schools recognizing them. The thirty purposes most frequently found in two hundred private school catalogues, together with the number of times the purposes appear, are given in table XIX.

TABLE XIX

AIMS OF PRIVATE SECONDARY EDUCATION FOR BOYS AND THE NUMBERS AND PERCENTAGES IN A TOTAL OF TWO HUNDRED SCHOOL CATALOGUES MENTIONING THEM

AIMS CALLING FOR VALUES IN	NUMBER	PER CENT
1. College preparation	162	81
2. Developing character	96	48
3. Health	94	47
4. Meeting needs of individuals	64	32
5. Religion	60	30
6. Developing morality	60	30
7. Providing for non-college students	60	30
8. Forming habits	56	28
9. Providing for mental, moral, and physical development	40	20
10. Developing manliness	38	19
11. Substituting for or supplementing the home	35	17.5
12. Citizenship	35	17.5
13. Culture	34	17
14. Developing self-reliance	30	15
15. A sound, academic, or liberal training	30	15
16. Developing manners	21	10.5
17. Leadership	20	10
18. Obedience	20	10
19. Democracy	20	10
20. Developing a correct attitude toward society	20	10
21. Developing the intellectual or mental side	19	9.5
22. Developing the spiritual outlook	19	9.5
23. Christian character	18	9
24. Honor	17	8.5
25. Recognizing adolescence	17	8.5
26. Developing clear or independent reasoning power	17	8.5
27. Preparing for service	16	8
28. Self-control	16	8
29. Training the mind	16	8
30. Keeping near home	15	7.5

Since a number of these are related, it was found more con-

[5] Koos, L. V. The Junior College. Research Publications of the University of Minnesota, Education Series, No. 5. Minneapolis: University of Minnesota, 1924. Volume II, Chapter XXVI.

venient to group them together in the order of frequency of occurrence under ten main headings as follows:

1. Formation of ethical character (85 per cent).
2. College preparation (81 per cent).
3. Health (47 per cent).
4. Meeting the needs of individuals (42 per cent).
5. Formation of habits (38 per cent).
6. Citizenship and leadership (38 per cent).
7. Provision for the non-college student (30 per cent).
8. Manners and general culture (25 per cent).
9. Substitute for or a supplement to the home (24 per cent).
10. Mental discipline (21 per cent).

The majority of schools state their aim in some one section of their catalogue. For example:

> The founders of Dean Academy desired to place within reach of all, a good education at most reasonable rates. . . . The school aims to strengthen and develop mind and character; to provide in a home-like atmosphere the best opportunities for social and intellectual culture; and at the same time to quicken those elements of character that make for the best manhood and womanhood.[6]

The list as given represents statements found in some such form. No attempt is made to include aims mentioned incidentally in other parts of the catalogue. Aims are seldom stated clearly and specifically; or, if a clear statement is made, it is in very general terms. It is evident from an examination of the table that they are not mutually exclusive. For example, "meeting the needs of individuals" might be thought to include all the others, yet it seems best to list it separately, since so many schools mention it specifically in those words. There is little agreement between the schools except in the first two, the formation of ethical character and college preparation.

The primary aim of the private schools, if these two hundred are accepted as a fair sampling, is what may be called the formation

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[6] Unless otherwise noted the passages quoted in this chapter are from the 1924–1925, 1925–1926 catalogues of the schools named.

of ethical character. It is called by this name in but one instance,—the Lake Placid School—yet it is clearly indicated by 85 per cent. The most frequent specific term used is the development of character, occurring in 48 per cent of the catalogues studied. Other phrasings of the ethical idea are religion, developing morality, providing for the mental, moral, and physical development, developing manliness, the development of the spiritual outlook, Christian character, and honor. Other specific phrases not listed deal with such ethical traits as loyalty, integrity, nobility, courage, ideals, piety, virtue, truthfulness, unselfishness, honesty, and responsibility; or speak of Christian service, Christian character, Christian faith, Christian leadership, moral fibre, moral culture, worthy purposes, and purity. All of these are taken to mean the same thing. The total of all these various names is, of course, greater than 85 per cent, as frequently a school gave two or more of these synonymous terms. They are listed at each occurrence in the longer list, but only once in the shorter. The denominational schools, in particular, stress this aim of education and make one of their appeals for students on the ground that the public schools do not provide suitable moral training. The attitude of the Catholic Church has been noted. A further quotation from the "Catechism of Catholic Education" illustrates the Catholic point of view as well as the apparent attitude of other denominations: "Catholics cannot regard as ideal a system of education which minimizes moral training and excludes religion."[7] Substitute the name of any other denomination, and this sentence might well be the reason for the existence of any sectarian school. It should be noted carefully again that this discussion of aims does not include Catholic schools; did it do so, the percentage of schools having a stated ethical aim would, of course, approach 100 per cent.

College preparation is the other dominant aim of these private schools, 81 per cent of those studied mentioning it in their literature. That it is not higher is the surprising thing, due no doubt to the fact that, in the attempt to secure a representative sampling, certain schools were included of the denominational and

[7] *Op. cit.*, p. 65.

experimental type which, while certainly preparing for college, do not mention it as an aim. Some schools are college preparatory only. The object of the Noble and Greenough School is "to prepare boys for colleges requiring admission examinations". The Princeton Preparatory School plans:

> To give special personal attention to a limited number of boys and prepare them thoroughly for entrance . . . to Princeton or to any other American university or scientific school. . . . This close attention to the individual needs of each pupil and the fact that no time is given up to studies not necessary for college preparation are the special features of the school.

The tendency to prepare for a particular college is evident in the Chauncy Hall School which prepares primarily for Massachusetts Institute of Technology; in the Brown and Nichols School especially for Harvard and the Massachusetts Institute of Technology; in the Stanton-Loomis School of New York, Drew's School of California and the Garey School of Maryland, for the United States Military or Naval Academies; and in the numerous tutoring schools such as Manter Hall, Roxbury, Hun's and the Edminster School which cluster around Harvard, Yale, Princeton, and Cornell. A somewhat broader purpose is that of Hotchkiss,—"To provide preparation for the best colleges and scientific schools under the most favorable conditions for instruction, study, and the training of character." This, in effect, is the aim of such larger boarding schools as Andover, Choate, Exeter, and Lawrenceville.

The third objective of private schools in order of frequency deals with health education, ninety-four schools, or 47 per cent, mentioning it specifically. The analysis of the activities carried on in the schools shows this to be a more important objective in practice than in expressed theory. Opportunities for physical exercise are provided in almost all the schools studied. It was mentioned as a specific objective, however, in but 47 per cent of the cases.

The fourth main aim—that of meeting the students' needs—seems more appropriate as a method of carrying out the other objectives than as an objective itself; but, since this particular

part of the study is concerned with the aims as they exist and not with the aims as they should be expressed, it is given as mentioned in the catalogues. Prominent among these needs is the provision for individual differences, mentioned specifically as an aim by 34 per cent of the schools.

The formation of certain habits is an aim in 38 per cent of the statements. These are sometimes specific habits, in which case the aim is perfectly valid; more often they are general habits, the realization of which is more difficult. Among those named are self-control, self-reliance, neatness, orderliness, obedience, study, concentration, directness of purpose, promptness, and faithfulness,—to mention but a few. There are few worthwhile habits or ideals which are not mentioned specifically as aims by one school or another.

Citizenship, the *sine qua non* of public education, is mentioned as a specific aim by but 17.5 per cent of these private schools, but implied by 38 per cent. Democracy is the primary aim of the Middlesex School, since "the Trustees intend to use every means . . . to ensure that the School shall send out into the community young men who are endowed with the true spirit of democracy." Democracy, the development of a correct attitude toward society, and leadership are each mentioned by 10 per cent of the schools studied. This latter quality is given by H. H. Foster as an eighth aim of secondary education[8] and is recognized by the Huntington School as follows:

> The aim of the school since it was founded has been to give its boys a training that will enable them to become leaders in the many fields of opportunity open to them.

The Texas Military College

> recognizes the fact that in any human society there must be leaders, and most emphatically believes that the young men who are to be these leaders should have a more special preparation than the masses can ever expect to get through State education.

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[8] FOSTER, H. H. High School Administration. Beloit College: Beloit, Wisconsin, 1924. Unpublished mimeograph edition, pp. 13–14.

Preparation for service, Christian or otherwise, is found in 8 per cent of the statements. Other phrasings of the same idea are the formation of a respect for law, order, and authority; respect for the rights of others, social efficiency, a correct view of duties and obligations, fair play, and good sportsmanship.

Only 30 per cent of these schools give any indication of the vocational aim of education in their catalogues, unless college preparation is so considered. Four of the schools give courses designed especially for those who have left school and wish to return; five speak of vocational guidance, and nine wish to give correct views about manual labor. The vocational objective, so common in the public schools, is conspicuous by its absence in most private schools.

Manners and general culture are mentioned by 25 per cent of the catalogues. The term "manners" includes such abilities as have to do with social poise, social usage, social standards, and the ability to get along with one's fellowmen. Qualities mentioned under this heading include courtesy, gentlemanly behaviour, refinement of manners, cooperation, politeness, and a sense of propriety, in addition to those which are included in citizenship activities. General culture includes all the above abilities and also the knowledge of certain facts, or the possession of certain attitudes, ideals, habits, and interests. In no catalogue is it defined or analyzed. It is aptly described in a private school survey as consisting "of fundamental abilities, attitudes, and appreciations which should be possessed by all the graduates of the school and so general in their application that they are not readily included within a single one of the other aims."[9]

In 24 per cent of the cases these schools aim to act as a supplement to or a substitute for the home. Since, in spite of endowments, their financial stability rests on their being filled to capacity, a study of current social phenomena often forms a basis for their appeal for students. For example, the catalogue of the Moran School of Washington states:

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[9] "Report of the George School Survey." George School, Pennsylvania: 1925, p. 11.

> There are many who feel that our home life has broken down, and that the cause of our present problem (in education) rests there. . . . The old-fashioned home is an institution of the past. . . . Where the home was once the center of family activities, now, under our highly socialized and industrial life, all members of the family above the cradle find that more and more activities draw them away from the home, . . . its substitute is not yet fully evolved. The real question is whether the city, with its high-strung nerves, its stress and strain and the deleterious influences is the place for our adolescent youth during that critical period from twelve to eighteen. There are those who feel that all would be well with our boy if the church could only function. . . .

Mr. Moran claims that neither the home, the church, nor the public school meets the needs of many boys, and his answer to the problem is the private boarding school. This appeal for clientele on the basis of individual attention in a home-like atmosphere is found phrased in different ways in 90 per cent of the schools studied, though the specific mention of supplementing or acting as a substitute for the home is found in but 24 per cent.

The last general aim of the private schools studied can best be included under the heading mental discipline. It is mentioned in one form or another by 21 per cent of the schools, although the specific term occurs in but 4 per cent of the cases. Training the mind is mentioned in 7 per cent, developing clear or independent reasoning power in 9 per cent, developing the intellectual side in 10 per cent, and giving a sound, academic, or liberal training in 15 per cent. A belief in the automatic and inevitable transfer of mental faculties still reigns in many private schools, particularly in the essentially secondary schools of the Catholic Church. Were the Catholic schools to be included in this part of the study, mental discipline would rank considerably higher.

Minor aims peculiar to a few schools need not be considered in detail. The military schools have certain objectives not found in other types. There is a large group of preparatory schools with boys in the secondary grades whose object is to prepare, as the Fay School has it, for "admission to St. Mark's, St. Paul's, Groton, The Hill, St. George's, Pomfret, and other classical schools."

There are 235 schools given in a Bulletin of the Bureau of Education as the preparatory departments of colleges.[10] That many of these are no longer in existence is evident from the answers to the questionnaire. Apparently these secondary appendages of colleges are discontinued when the college becomes strong enough to be accredited, or the last two years of college work are given up and the work is concentrated into a junior college.[11]

A few denominational schools serve as a feeder to the college and thence to the theological seminary as is the case at Concordia and Wartburg Colleges, while the Roman Catholic Church has many "Preparatory Seminaries" of this type.

An aim which is mentioned in the catalogues of a number of Protestant Episcopal schools is that of making private education possible for worthy boys whose parents cannot afford the high fees of the better known schools. Among these are Christchurch, Chaddock and Kent. The outstanding example among the better known schools is Kent whose constitution states as a purpose: "to provide at a minimum cost for boys of ability and character, who presumably upon graduation must be self-supporting, a combined academic and scientific course".

In the expressed purpose of the progressive and experimental schools is found what many think is the true function of the private school. Dr. Harold Rugg points out that:

> There are those, on the one hand, who would have a curriculum made up of formal, carefully organized subjects of study, systematized lessons, rigorous examinations, set practice exercises, and recitations. And there are others who visualize the curriculum as a stream of child activities not broken up in any systematic manner into "subjects" and growing out of the spontaneous interests and personally felt needs of children.[12]

The extremes of both types are found in private schools; on

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[10] "Statistics of Universities, Colleges, and Professional Schools, 1923–1924." U. S. Bureau of Education Bulletin, 1925, No. 45. Washington, 1925.

[11] See Chapter VIII for a more detailed consideration of this point.

[12] "Curriculum making: Past and Present." Twenty-sixth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Company, 1926, pp. 83–84.

the one hand are the tutoring schools, on the other, the experimental. The Scarborough School speaks of school policy as the resultant of two forces: "The nature of childhood and the facts of community—to respect childhood and prepare for adulthood—this is a valid aim likely to work out well for the individual and for society." Among the noteworthy experimental schools are the Park School of Baltimore; the Lincoln, Walden, and Ethical Culture Schools of New York, the School of Organic Education of Fairhope, Alabama, and the Moraine Park School of Dayton, Ohio. As yet, however, their work is confined principally to the elementary and early secondary grades.

From the point of view of the aims of public secondary schools, this list of aims is remarkable for the things not mentioned. Though thirty-five of the schools aim at supplementing or acting as a substitute for the homes, only three mention objectives which fall under preparation for worthy home membership: the Moran School which speaks of "a wholesome attitude towards, and a constructive knowledge of, the responsibilities of fatherhood" and two others which mention home life. The second great gap is in the lack of provision made in the statements of aim for the worthy use of leisure time. Lake Placid and the Madison School mention it, the Storm King School speaks of instilling a love for nature; otherwise it is not found.

Religion in Education

The first great aim of private schools in general is to furnish religious training or, at least, a religious environment. Just as the essentially college preparatory type of schools provides college preparatory training in a religious atmosphere, so the denominational schools provide religion in an intellectual atmosphere. The primary aim in one type becomes the secondary objective in the other. A recent writer[13] has pointed out four theories of the relation of education to religion: (a) education may be the function of the state; (b) education may be the function of the church; (c) general education may be furnished

[13] Todd, J. C. "Eleventh Annual Report of the Board of Education of the Disciples of Christ." Indianapolis, Indiana: 1926, pp. 25–26.

by the state with the proviso that religion, considered an integral factor of education, be supplied in actual schools by the church; and (d) general education may be the function of the state while religious groups which prefer non-state education are permitted to have it.

The first theory where religion as a part of education is taught in state-supported schools has been tried and found wanting. The American people have adopted as a guiding principle the complete separation of the Church and State.

The second theory is that advocated by the Roman Catholic Church:

> Religion is taught in the Catholic schools both formally and practically. Boys and girls are instructed in the principles which underlie their Faith. They are also trained in the practices of morality which make for sterling manhood and womanhood. For this, if for no other reason, Catholic schools are maintained. For this, if for no other reason, should Catholic parents send their children to Catholic schools.[14]

The third theory under which general education is furnished by the state, but religion is supplied by the church in actual schools, is apparently gaining ground. The release of children from the school to be taught in school time by the church has been held legal in certain test cases; and, since by law, religion cannot be taught by the state authorities, a considerable body of educational thinkers believe that this solution is the most practical means of furnishing formal moral or ethical instruction.

The fourth theory, however, that under which those religious groups which prefer non-state education are permitted to have it, is most common. Table IX shows the great number of denominational schools, a few of which are essentially for members of a particular sect. The catalogue of the Principia in St. Louis, for example, states

> The purpose of the Principia is to provide an educational institution at which the sons and daughters of Christian Scientists may receive . . .

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[14] Crowley, F. M. (Prepared by) "The Catholic High School." Bureau of Education, National Catholic Welfare Conference, 1924. Washington, D. C., p. 32.

instruction beginning with the Mother School, and continuing through the first two years of college.

The majority of the sectarian schools, though, admit boys of good character of any faith. Examples are seen in the following catalogue statements:

While the primary aim of the institution (Goshen College Academy) is to provide a home for the children of the Mennonite church . . . members of other churches and also non-Christians of good moral character are heartily welcomed.

Proctor is a Unitarian school, and while no distinctions are made as to race or creed, it is desired to make the Unitarian idea the distinctive one.

While the school (Friends' Select School, Philadelphia) was originally designed for the children of Friends, those of other Christian denominations . . . are now admitted.

The need of religion as a supplement to knowledge and to furnish the dynamic element considered necessary for real character is well expressed in the constitution of Williston Academy:

Goodness without knowledge is powerless to do good, and knowledge without goodness is power only to do evil; while both combined form the character that most resembles God, and is best fitted to bless mankind.

College Preparation

That college preparation is given as the main aim of many of these schools is not surprising. Admittance to colleges, especially to the larger Eastern private colleges, is increasingly difficult; many believe they are called, but for such colleges as Harvard, Princeton, and Yale, comparatively few are chosen; and one prime requisite for those who are chosen is the possession of fifteen credits secured from the College Entrance Examination Board. Other factors are increasingly entering into the selection, but these credits are and have been practically essential. At the same time the work of the public schools has been expanding; the emphasis is no longer on content knowledge for college examinations, but on social attitudes, exploration of capacities,

the fitting of each individual to take his part in our scheme of civilization. The result has been that the public high schools, with their new functions, have not been able to give the specialized preparation that these examinations call for. Therefore, the ordinary boy who wishes to attend these colleges frequently has found it necessary to attend those schools which specialize in this work. They are not all "cramming" schools; they provide valuable activities and consciously attempt to build character, to care for health, and to provide a religious atmosphere; but they seem to think, judging by what is said and left unsaid in their published statements, that right attitudes toward civic duties, worthy home membership, and the worthy use of leisure time will come naturally as by-products. It has been said that whenever any other social institution fails to provide forms of education socially desirable, the school should assume responsibility for those forms of education as far as may be possible.[15] If this is true, it is surely permissible for private schools to minimize those objectives of education which it believes are gained in other social institutions.

Selective Aspect of Private Schools

Private schools are frequently criticized as being undemocratic and snobbish. There is no doubt but that they are selective, and doubtless many of them wish to have only certain types of students. An announcement such as occurs in one catalogue, "A School for Gentlemen's Sons", is certainly susceptible to the interpretation of class distinction. Somewhat similar is the aim of the St. Paul's School as outlined in Sargent's "Handbook of American Private Schools":[16]

> St. Paul's School, Concord, founded in 1855, marked a new trend in education in America. The economic development of the country and the increase in wealth had created a place for a new type of private school which should more nearly meet the requirements of a growing wealthy class who no longer wished for their sons the old type of democratic schooling.

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[15] INGLIS, A. J. Principles of Secondary Education. Boston: Houghton Mifflin Company, 1918, p. 341.

[16] SARGENT, P. Handbook of American Private Schools, 1925–1926. Boston: Porter Sargent, 1926, pp. 101–102.

It would be unfair to St. Paul's—a school of the highest type—to stigmatize it as undemocratic. It all depends upon the definition of the word. Like Groton, St. Mark's, and indeed, a number of large schools, a selection is made before entrance from a waiting list. It is the undeniable legal right of private schools to choose their clientele; the fact that certain schools are fortunate enough to do this should not cause undue criticism. Dr. Drury's reports to his trustees show that he is aware of the danger of inbreeding at St. Paul's, and that he wishes, by admitting a certain number of boys on the basis of competitive examinations, to have his school represent in its student personnel an increasingly large cross-section of American life.[17]

On the other hand, throughout Sargent's "Handbook" is seen every now and then a hint that some schools do wish a certain type of patronage. Few of the schools say so in their literature, but the fact that they allow certain statements to appear unchallenged in a standard reference book on private schools shows that they do not object to the appellation "socially select". For example, it is stated that the Headmaster of St. Mark's "has zealously maintained the tone and social prestige of the school", that "the development of social planes . . . resulted in the establishment of Groton", that "the Pomfret School is attended by about one hundred thirty boys mostly from the wealthier families of the cities of the east", that the Bovée School in New York is "a large day school of social prestige", and that the Episcopal Academy is composed of boys "drawn principally from old Philadelphia families".[18] These schools represent the tradition of secondary education for the classes and, though inveighed against by believers in the theory of all children in the public schools, have produced and are producing worthwhile American citizens.

Proprietary Schools

Is financial gain one of the aims of private schools? The data at hand answer in the negative. One of the questions asked on

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[17] DRURY, S. S. "Annual Report of the Rector, St. Paul's School, 1921." Concord, New Hampshire: St. Paul's School, 1921, pp. 12–17.

[18] *Op. cit.*, pp. 115, 117, 129, 133, 153.

the questionnaire dealt with this matter. Of the schools replying, 75 per cent answered that they are not conducted for profit. Actually the percentage must be much higher, as none of the several hundred parochial schools in the country are included.

All the evidence examined points to the conclusion that the strictly church schools are not conducted for financial gain. One part of the definition of a church school, as given in a bulletin of the National Council of the Protestant Episcopal Church, states that they must not be so operated.[19] The parochial type of Roman Catholic schools is supported by the parishes in addition to the payment of the regular state tax for public schools. The comparatively low tuition rates charged in the majority of denominational schools make financial gain an impossibility.

Of the larger college preparatory schools none are now operated for private gain, if their answers to the questionnaire can be believed. The conception of a private school in the eyes of many otherwise well-informed people is typified by the remark once made to the writer, that private schools were corporations, the stock of which was held by individuals who shared huge profits. This is emphatically not the case. Of the best-known college preparatory schools, Andover, Choate, Exeter, Groton, Hotchkiss, Kent, Milton, St. Mark's, and St. Paul's were endowed by private individuals, or have never been conducted for financial gain. Lawrenceville, while founded as a proprietary school, was endowed by the John C. Green Foundation in 1878 and has since been a non-profitmaking institution. The Hill School, developed by the financial and scholastic genius of John Meigs, was a proprietary school until 1920 when the alumni took over control.[20] Until 1926 the Taft School remained the last of the proprietary type; but now it, too, has taken its place as an endowed corporate institution not operated for financial gain.[21] Many of the smaller institutions are of this same type.

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[19] "Church Boarding Schools." Official Bulletins of the National Council of the Protestant Episcopal Church, Series of 1924, Bulletin No. 47. New York: Church Missions House, 1924, p. 8.

[20] For the details of this transfer see "The Hill School Bulletin." Pottstown, Pennsylvania: The Hill School, April, 1922, p. 27.

[21] Letter from the Headmaster, The Taft School, Watertown, Connecticut, August 15, 1926.

Schools operated for private gain exist mostly in the larger cities, in vacation spots such as Florida or California, in close proximity to universities and the more popular smaller colleges, with here and there an isolated example of the older private-venture institution. That some of these schools recognize that there is a feeling against the commercialization of education is evident from the apologetic tone in which the question, "Is your school run for individual profit?" was answered in certain cases:

"No Trustees and no profit beyond ordinary livelihood."
"Run for a living."
"In part only."
"Technically, yes, but I want a good school to deserve a profit."
"Run for profit as far as organization is concerned, but actually can never be profit-earning under present director's policy."
"Profits put in enlargement and betterment of school."
"Yes, but look forward to being run not for profit under Board of Trustees."

Proprietary schools conducted in large cities or near universities do make money, if their growth, the prices charged, and the salaries paid their masters are any criterion. The frankest statement of financial policy is that made by the Pittsburg Academy, a school more of a vocational or a business type:

Frankly, we are in the business to make money and to conduct a business of enviable reputation, but we realize that true and lasting success can obtain only where the best instruction is given with the most just treatment, at a fair profit to ourselves.

There is nothing legally or even morally wrong in conducting schools for profit, but the popular mind and the increasing professional consciousness of teachers look askance at the notion. A profession, in the technical sense of the word, lays emphasis more on service than on salary or gain. The smaller private schools, even the best, are popularly believed to be swayed by the influence of wealthy patrons or by the need of a full enrollment; add to this the feeling that a profit must be made and one can readily understand the suspicion that attaches to this variety of private education.

II. THE CURRICULUM

Following the general plan of Counts' recent investigation of the senior high school curriculum,[22] the attempt is here made to study the curriculum of grades nine to twelve in certain private schools admitting boys. Due to the limitations of space, this study is not so intensive as its prototype; it is intended as a rough picture, yet sufficiently comprehensive to be a legitimate sampling, and to permit a comparison with the public schools. The forty schools chosen represent all types, and are located in all sections of the country. Andover, Hotchkiss, Lawrenceville, Loomis, Middlesex, Milton, Taft, and Thacher are nonsectarian boarding schools of the essentially college preparatory type. Groton, Kent and St. Paul's are Episcopal Church schools. Coburn, Genesee, Gilbert, Montpelier, Mt. Hermon, and Pinkerton are the descendants of the earlier academies which attempted to give a broad liberal education as opposed to the narrowness of the Latin grammar school. Horace Mann, Huntington, Gilman, Oak Lane, Riverdale, Roxbury Latin, St. Paul Academy, and the Utica Country Day School typify both the urban and country day school as opposed to the boarding school. Missouri Military Academy, Onarga, Shattuck, and Wentworth are military boarding schools. Campion, Canterbury, La Salle, St. Benedict's, and the University of Dallas Academy are examples of the hundreds of the Catholic day and boarding schools. Bethel, Friends' Select, Germantown Friends, Principia, South Lancaster, and Wartburg College Academy are denominational day or boarding schools.

Half of these schools take more than four years to accomplish their secondary school purposes, so the picture is slightly distorted. In its general features, however, it is thought to be accurate and has the advantage of enabling a comparison to be made with the high schools included in Counts' study. The Catholic schools, the smaller denominational institutions, and

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[22] Counts, G. S. "The Senior High School Curriculum." Supplementary Educational Monographs, No. 29. Chicago: University of Chicago Press, February, 1926.

the older academy type are four-year high schools; the majority of the others include certain lower grades as well.

Counts points out that in most high schools the entire program of studies is organized into a number of curricula, each being composed of a group of subjects thought necessary to gain some specific end.[23] Within them half or more of the subjects are required. In the fifteen cities studied, two had a system of constants and variables, and, of the remaining thirteen, the number of curricula offered ranged from two to eighteen. The names applied—classical, scientific, commercial, electrical, normal training, fine arts, to mention but a few,—show the end desired, and reveal the fact that they are fundamentally vocational. All thirteen have a college preparatory curriculum; the other curricula are based on an economic motive.

The constant-variable method of differentiation, however, is favored by the private school in seventeen out of the forty cases studied. These comprise the greater part of the essentially college preparatory schools. The constants are those subjects upon which all colleges insist for entrance; the variables are those in which a choice is possible. It should be added, however, that the choice is not wide; it lies between French, Spanish, or German as the modern language to be studied, between the various histories, between physics, chemistry, or biology, or between Latin and the scientific and mathematical studies. There is little opportunity for a boy to stray from the traditional, abstract, formalized studies into the pleasanter fields of expression or appreciation subjects. Four other schools have, in effect, this constant-variable method, though under the names of academic or classical, scientific or modern language courses.

The influence of those Eastern colleges which have very stringent requirements for entrance and which have prevented any broadening of curricula in schools preparing for them is seen in the Shattuck course of study:

> Course 1 provides the student with a thorough preparation for academic work in such colleges as Harvard, Yale, Columbia, Princeton, Williams, Cornell, Dartmouth, and all State universities.

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[23] *Op. cit.*, pp. 12–15.

Course 2 provides for most of the State universities. It may be selected only with the special consent of the Committee on Classification of Students.

Course 3 provides the student with the training necessary for admittance to all technical schools and the scientific department of all colleges and universities.

Course 2 is easier; Latin is not required, and there are more electives possible.

The Dean of the Lawrenceville School summarizes the effect of college entrance requirements on the curriculum of college preparatory schools as follows:

> Because of the narrow range and rigid domination of the entrance requirements for most of the eastern colleges, it is not possible for a school of the Lawrenceville type to concern itself very much with curriculum revision. However deeply we may feel that the college admission requirements with which we have to deal lay altogether too much stress on the linguistic studies and altogether too little on the social sciences and the natural sciences, we must perforce yield our convictions to the necessity for getting our boys into college. We can, and do, adopt new and improved methods of dealing with the old subjects, but that must for the present be the limit of our progress in this direction.[24]

In the nineteen remaining schools are found, in addition to the college preparatory courses, a commercial curriculum in fourteen cases, a seminary or general curriculum in ten, a music or agricultural curriculum in three, a pre-medical curriculum in two, and a general engineering, manual arts, or normal curriculum in one. Genesee and Gilbert offer the widest choice with six different curricula; Montpelier, Missouri Military, Pinkerton, Principia, Shattuck, the University of Dallas Academy, and Wartburg have four; the other schools, three or less.

The most common curriculum, then, in the private schools is that leading to college, either for an arts or science degree. All the forty schools studied have this curriculum; twenty-one have only this. A smaller number have a general curriculum

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[24] HANCOX, F. J. V. "Some Problems and an Attempted Solution for One of Them." Lawrenceville School Alumni Bulletin, No. 22. Lawrenceville, New Jersey: February, 1927, p. 8.

for the non-college student, and a very few have the distinctly economic curricula found in public schools.

Counts has given a table showing the number of units of work offered in the high schools of each of the cities in each of the eleven great divisions of subject-matter.[25] Table XX shows a parallel table for the forty private schools. Unit of work is considered to mean four or five periods a week for the school year. The average number of hours was not calculated in music, art, physical education, military science, or agriculture. The figures given in music and art represent as accurately as possible the courses counted toward an academic diploma, but not those given in a full music or art course leading to a special diploma. Several of the schools, among them Genesee, Pinkerton, Principia, and Coburn, have full music courses in piano, violin, voice or elocution, which are difficult to evaluate in the same terms as the other subjects and which, presumably, are intended more for girls. Military science is required in the military schools and at Campion, but in most cases is not counted toward graduation. It is impossible to calculate satisfactorily the proper units in physical education and Bible since these, too, are often given over and above other requirements with no indication of their value in units. A later part of this chapter shows that physical education is given a large place in private schools, though it is not always calculated in terms of units.

The following result is obtained by comparing the average number of units of work offered in these particular private schools and the public schools in certain subjects.

The average offering of the private schools studied is in every case below that of the public school, the difference being particularly marked in the commercial subjects and industrial arts. No offering in religious subjects, of course, is found in the public schools. In physical education the boys in private schools probably have the greater opportunity, though it does not appear in units.

As compared with the public schools, the offering of private schools, then, is relatively meagre, representing, for the most

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[25] *Op. cit.*, p. 16.

TABLE XX

NUMBER OF UNITS OF WORK OFFERED IN FORTY PRIVATE BOYS' SCHOOLS IN EACH OF THE GREAT DIVISIONS OF SUBJECT MATTER. GRADES IX–XII

SCHOOL	SUBJECT-MATTER DIVISION												
	ENG.	FOR. LANG.	MATH.	NAT. SC.	SOC. SC.	COM.	IND. ARTS	MU-SIC	ART	PHYS. ED.	BIBLE	AGR.	MISC.
Andover	4	16½	4½	3	4½		1	½	...	4	¾	...	..
Bethel Academy	3	2	2	1½	2	3½	3	2½	...	..	4	...	..
Campion	5½	14	3½	6	3	...	1	X *	...	X	4	...	3
Canterbury	4	8	4	1	3½	...	...	...	...	..	2	...	..
Coburn	5	12	5	4½	5	...	1	1	...	..	2	...	..
Friends' Select	5½	10	5	4	5	...	1	¾	...	4	1	...	..
Genesee	6½	16	5	7	5	8½	...	1	1	2	1½	...	..
Germantown Friends	4	8	5	4½	4	...	...	...	½	2	1	...	..
Gilbert	4	10	4½	5	6	11	4	½	...	..	...	4	..
Gilman	4	15	4½	3	2	...	...	...	...	..	½	...	..
Groton	4½	11	4	5	3	...	3	½	½	..	2	...	..
Horace Mann	3½	10	4	4	2½	...	1	1	...	..	...	...	..
Hotchkiss	4	13	4½	3	2½	½	1	1	½	..	½	...	..
Huntington	5	13½	4½	2½	4½	6½	3	...	...	4	...	...	..
Kent	4	12	4	3	3	...	...	1	...	..	...	...	..
La Salle	4	17	4	2	2	5	...	½	1½	1	2½	...	..
Lawrenceville	5	16½	4½	2	4	...	1	...	...	4	1	...	..
Loomis	4	8	4½	3½	4½	6½	1	...	...	..	...	5½	..
Middlesex	4	9	4	3½	2½	½	3½	2	¼	..	...	...	..
Milton	4	15	4	4	3	...	...	...	½	..	...	...	..
Montpelier	5	7	4	3	3	8	1	X	3	4	1	...	..

TABLE XX—*Continued*

NUMBER OF UNITS OF WORK OFFERED IN FORTY PRIVATE BOYS' SCHOOLS IN EACH OF THE GREAT DIVISIONS OF SUBJECT MATTER. GRADES IX–XII

SCHOOL	SUBJECT-MATTER DIVISION												
	ENG.	FOR. LANG.	MATH.	NAT. SC.	SOC. SC.	COM.	IND. ARTS	MU-SIC	ART	PHYS. ED.	BIBLE	AGR.	MISC.
Mt. Hermon	3½	6	4½	4	3	...	...	...	...	2	2	3	..
Missouri Military Academy	...	..	...	...	...	...	...	...	...	...	...	..	..
Oak Lane	4	6	6	3	4	7½	6	1½	...	...	...	..	4
Onarga	3	5	2½	2½	2½	...	2½	1½	...	1½	...	..	..
Pinkerton	4	10	3½	4	3½	2½	...	...	...	...	...	..	4
Principia	4	15	4	4½	4	8	4	X	...	...	...	6	..
Riverdale	4	10	4½	4½	4½	7	½	X	4½	4	...	..	4
Roxbury Latin	4	14	4½	2½	5	...	1½	...	...	...	...	..	..
St. Benedict's	3½	12	4½	2½	2½	...	...	...	...	...	...	..	..
St. Paul Academy	3	8	2	5½	4	4	½	X	...	2	2	..	..
St. Paul's	4	10	4	2	1	...	...	...	...	...	...	..	..
Shattuck	3	19	5	5	3	...	...	...	...	...	...	..	..
So. Lancaster Academy	4	15	4	2	3	4	...	...	...	X	½	..	4
Taft	3	4	2	3	2	5½	1	½	...	...	4	..	..
Thacher	4	15	4	2	4	...	...	½	...	4	¾	..	..
Utica Country Day	4	16	4½	4	3	...	...	...	...	4	...	..	..
U. of Dallas Academy	4	8	3	2	2½	...	2	2½	1½	4	...	..	..
Wartburg	4	7	4	3	3½	4½	2	...	...	...	2	..	..
Wentworth	3	6	3	3	2½	...	...	1	...	2	2	..	..
	4	7	4	4	5	6	3	½	...	...	½	..	4
Average	4	11	4	3½	3½	2½	1¼						

* The subjects marked "X" are known to be given the schools indicated though the amounts could not be determined.

TABLE XXI

COMPARISON BETWEEN CERTAIN PUBLIC AND PRIVATE SCHOOLS IN RESPECT TO THE AMOUNT OF WORK OFFERED IN CERTAIN SUBJECTS

SCHOOLS	ENGLISH	FOREIGN LANGUAGE	MATHE-MATICS	NATURAL SCIENCE	SOCIAL SCIENCE	COMMERCIAL SUBJECTS	INDUSTRIAL ARTS
Public Schools.....	7	12½	5	6	5½	12	13
Pr vate Schools.....	4	11	4	3½	3½	2½	1¼

TABLE XXII

NUMBER OF UNITS OF WORK OFFERED IN NINETEEN PRIVATE BOYS' SCHOOLS IN EACH OF THE GREAT DIVISIONS OF SUBJECT MATTER, GRADES VII–VIII

SCHOOL	SUBJECT MATTER DIVISION										
	ENGLISH	FOREIGN LANGUAGE	MATHEMATICS	NATURAL SCIENCE	SOCIAL SCIENCE	INDUSTRIAL ARTS	ART	MUSIC	PHYS. ED.	BIBLE	PENMANSHIP
*Canterbury	1	1	1	½	1	...	...	...	...	½	...
Friends' Select	2½	2½	2	...	1½	...	...	...	½	½	...
*Genesee	11	...	1	...	2	...	1	...	...	...	...
Germantown Friends	2	2½	2	...	1½	¼	½	¼	2½	½	...
Gilman	2	1½	2	...	2	...	...	...	...	...	...
Groton	2	3	2	1	2	...	½	½	½	1	...
Horace Mann	2	3	2	...	2½	½	...	½	...	...	...
Huntington	2	1½	2	1	1½	1	...	½	...	...	½
*Kent	1	1	1	...	½	...	...	½	...	...	...
*Lawrenceville	1	2	1	1	...	...	...	¼	...	¼	...
Middlesex	2	2½	2	...	1	1	...	¾	...	...	...
Milton	2	3	2½	...	2	...	...	...	...	...	...
Oak Lane	1½	2	1	1	1	1	½	½	½	...	...
Riverdale	2	3	2	2½	...	1	½	...	½	...	...
Roxbury Latin	2	3	1	½	½	...	1	¼	1½	...	½
St. Paul Academy	2½	1	2	...	3	...	...	...	...	...	...
St. Paul's	2	3	2	½	1	½	...	...	...	½	...
*Taft	½	1	1	½	...	...	...	...	...	½	...
Wentworth	3	...	2	...	2	2	...	...	...	...	1
Average of schools offering two years	2.1	2.2	1.9	0.5	1.5	0.6	0.2	0.2	0.4	0.2	0.1

* Schools marked with an asterisk have only grade VIII.

part, the old academic tradition. Foreign languages are offered in great abundance; English and mathematics occur next frequently, followed by the natural and social sciences. The newer vocational and appreciation subjects receive little attention. If these schools are a fair criterion, the private institutions show little appreciation of the changing conception of secondary education.

Of the forty school catalogues studied, nineteen showed work given in the eighth or the seventh and eighth grades in such a form that it could be tabulated. The results are shown in Table XXII. The emphasis on the traditional subjects is shown here even more clearly than before. The average number of units of work offered in English, foreign languages, and mathematics is two, and in the social sciences, one and a half.

TABLE XXIII

PERCENTAGE OF CONSTANTS REQUIRED OF ALL PUPILS IN THE HIGH SCHOOLS OF EACH OF FIFTEEN CITIES*

SUBJECT MATTER DIVISION	GRADES				
	IX	X	XI	XII	TOTAL
Art	1.6	3.5	0.0	0.0	1.4
English	38.6	53.7	53.4	20.0	42.5
Foreign languages	0.0	0.0	0.0	0.0	0.0
Industrial arts	2.6	0.0	0.0	0.0	0.9
Mathematics	17.6	7.0	0.0	0.0	7.8
Music	4.4	2.1	0.0	0.0	2.2
Natural science	5.0	10.4	11.5	5.0	7.8
Physical education	21.6	20.2	19.8	25.0	21.4
Religion or Bible	0.0	0.0	0.0	0.0	0.0
Social science	8.6	3.1	15.3	50.0	16.0
Total	100.0	100.0	100.0	100.0	100.00

* The table to be read as follows: of the total amount of required work in Grade IX in the public high schools of fifteen cities, 1.6 per cent was devoted to art, and so forth.

Ninety-five per cent of the courses are required, so it would seem that in the particular phase of secondary school theory which calls for free exploratory courses these schools do not conform, despite the fact that severa of them use the term "Junior High School".

All subjects do not receive impartial treatment at the hands of administrators, so a simple listing of the subjects offered by schools does not tell the whole story. Certain ones—constants—are considered of such vital importance that they are required of all pupils. Many others, it is true, are required in certain curricula, but these constants must be taken by all students. Tables XXIII and XXIV show the situation as depicted by Counts[26] for fifteen public schools and by an examination of printed requirements of thirty-four private schools.[27]

There is a considerable variation between the two types of school. Both stress English; of the total amount of time devoted to constants, this subject receives 42.5 per cent in the high schools studied and 38.6 per cent in the private schools. Thereafter, there is no similarity. The public schools devote 16.0 per cent of the required time to social studies; the private schools, 11.7 per cent. The traditional bent of the latter schools is clearly seen in the 19.4 per cent of required time given to mathematics, 10.6 per cent to foreign languages, and 6.6. per cent to religious instruction; whereas in the public schools but 7.8 per cent, is devoted to mathematics, and none to foreign languages or religious subjects. As has been stated, these figures do not tell the whole story in regard to physical education; it would seem from the table that little time is given to the subject in private schools, whereas the fact is that very much attention is given though frequently not expressed in the catalogues in definite hours.

Counts points out that, expressed in semester hours per year, the average prescription in the high schools is between seventy-five and eighty.[28] In the private schools studied it is between eighty-five and ninety. Since the number of semester hours required for graduation in the high school, including such subjects as physical education and music, is between 175 and two hundred, the constants make up an important part of the curriculum. Over 50 per cent of the work is prescribed in grade

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[26] *Op. cit.*, p. 20.

[27] Gilman, Middlesex, Milton, Oak Lane, St. Paul Academy, and Wartburg are omitted, since their catalogues did not furnish the desired information.

[28] *Op. cit.*, pp. 21–22.

IX, about 40 per cent in grade X, 33 per cent in grade XI, and 25 per cent in grade XII. The amount, of course, varies in different cities, but the central tendency shows the policy of requiring a considerable amount of integrating work.

In the private schools studied the total number of semester hours needed for graduation, including such subjects as Bible, physical education, military training, and music, is about two hundred. Taking this figure as the average, about 60 per cent of the work is required in grade IX, 45 to 50 per cent in grade X, 35 per cent in grade XI, and 30 per cent in grade XII—a slightly higher percentage of required work than in the public schools. In addition to this higher percentage of constants, the range of choice offered in elective subjects is relatively small; and many of the apparent electives are, for all practical purposes, constants, since a selection must be made within the limited field accepted by the colleges for entrance.

III. METHODS EMPLOYED IN CARRYING OUT THE EXPRESSED AIMS

To discover the methods used in carrying out the expressed aims, literature such as catalogues and publications from one

TABLE XXIV

PERCENTAGE OF CONSTANTS REQUIRED OF ALL PUPILS IN THIRTY-FOUR PRIVATE SCHOOLS*

SUBJECT MATTER DIVISION	GRADES				
	IX	X	XI	XII	TOTAL
Art	0.6	0.5	0.0	0.0	0.2
English	30.6	35.0	44.9	53.3	38.6
Foreign languages	13.6	14.4	8.0	1.9	10.6
Industrial arts	0.0	0.5	0.0	0.0	0.1
Mathematics	25.4	25.1	19.1	0.0	19.4
Miscellaneous	6.2	6.2	7.9	9.3	7.3
Music	1.7	1.0	0.5	0.7	1.1
Natural sciences	4.3	0.0	1.7	1.9	2.3
Physical education	1.4	1.8	2.6	3.0	2.1
Religion and Bible	5.6	5.6	8.0	8.4	6.6
Social sciences	10.6	9.9	7.3	21.5	11.7
Total	100.0	100.0	100.0	100.0	100.0

* The table is to be read as follows: of the total amount of required work in Grade IX of thirty-four private schools, 0.6 per cent is devoted to art, and so on.

hundred schools was studied intensively.[29] Since there were few or no data available from most small schools, the first basis of selection was that of size. So far as possible, all schools enrolling more than two hundred boys were studied. Such schools enrolling less than this number were selected as would secure an equitable distribution in various sections of the country. The list as finally compiled includes twenty-nine schools in New England, twenty-six in the Middle Atlantic states, sixteen in the South, fourteen in the North Central states, one in the Northwest, four in the Southwest, and ten on the Pacific Coast. To secure a certain measure of homogeneity in the problems to be met by the schools, only those with boarding departments are included. The day schools are treated as a separate unit.

Formation of Ethical Character

Unlike the situation in the Catholic schools where direct instruction in morals is given by regularly graded classes in Christian Doctrine,[30] direct religious instruction in the hundred non-Catholic schools studied is not so much emphasized, though it is clearly apparent. In ninety-three schools attendance at either chapel or church exercises is obligatory, and in eighty-seven the study of the Bible is required. In ninety-four there are such societies as the Young Men's Christian Association, which hold religious as well as social meetings. In thirty-two schools mention is made of definitely religious gatherings other than those of the Y. M. C. A., such as student prayer meetings, ministerial clubs, and social welfare organizations. Services by visiting preachers are a feature of sixty-one schools. Special religious officers such as Chaplains or School Ministers, other than the Headmaster, are in eighteen schools. Participation in such activities as the Red Cross, a summer camp for poor boys, contributions to missions or to the Near-East Relief, the maintenance of scholarships in China, and religious or social work in neighboring communities is spoken of by nineteen schools.

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[29] See Appendix C. Those schools whose methods are studied intensively are starred.

[30] See for examples the catalogues of St. Bede College High School, Peru, Illinois, and of the La Salle College High School of Philadelphia.

How much of this work is the result of a real interest on the part of the boys themselves,and how much is more or less forced on them by the authorities of the school is not indicated. For example, offerings for charitable purposes which simply mean the drawing of a check on paternal funds in the school bank may not be made in quite the same spirit as offerings made from money earned by the boy himself, as is the case in three schools.

Developments in the pupil which are mentioned by one or more schools as important in the development of ethical character are such moral qualities or habits as follows: acceptance of responsibility, cleanliness of life, cleanliness of speech, consideration for others, correct attitude toward society, courtesy, energy, faithfulness, good habits, honor, ideals, leadership, loyalty, manliness, obedience, purity of thought, self-control, self-reliance, spirit of service, spiritual outlook, truthfulness, trustworthiness, and unselfishness.

Activities and methods cited as being utilized in promoting these developments are:

1. Acceptance of the pupil's word of honor.
2. Appeals to the boy's better nature.
3. Association with boys and men of high ideals.
4. Atmosphere of a Christian home.
5. Conferences between boys and masters.
6. Daily life in the school.
7. Direct moral teaching.
8. Direction of all school activities toward character building.
9. Discipline gained by the normal acts of living.
10. Exercise of good sportsmanship in athletics and other contests.
11. Exercise in the faithful performance of duties.
12. Honor system in discipline and examinations.
13. Impressing the necessity of hard and honest work.
14. Inspirational talks.
15. Mastery gained by success in meeting responsibilities.
16. Military drill and military régime of the school.
17. Moral environment.
18. Participation in charitable enterprises.
19. Participation in athletic and other contests.
20. Practice in unselfish daily acts.
21. Precept and example of masters.

22. Privileges granted to the worthy.
23. Prizes for evidence of moral qualities.
24. Punishment for unworthy actions.
25. Removal of influences conducive to wrong-doing.
26. Student participation in the administration of the school.
27. Study of the biographies of great men.
28. Systematic life of the school.
29. Well-balanced and varied routine.

Of these, the association with boys and men of high ideals, the daily life of the school, the exercise of good sportsmanship, inspirational talks, the opportunity to develop responsibility and leadership by participation in extra-classroom activities, the moral environment, participation in contests and in student government are mentioned by 50 per cent or more of the hundred schools studied. An interesting experiment is the formation of a club "Young America" by the boys at Carteret Academy, New Jersey, "to stand hard and fast for our best American traditions and principles of right living, social and personal, and to oppose aggressively any influence that menaces these great and good traditions and principles".[31]

It is extremely doubtful whether an activity analysis has ever been made by any private school in order to discover the abilities involved in the development of desirable character traits. The impression gained by studying private school literature is one of assurance that desirable qualities will come more or less automatically because of the educational theory of the particular school. Military schools, for example, claim that habits of obedience and self-control are best gained through the military régime; non-military schools say that this form of organization is not necessary, but that these qualities are best developed by other means. One school claims that trustworthiness is best secured by the honor system; another that secondary school boys are not mature enough to be trusted to this extent, and that close supervision is necessary. Other than in the Ethical Culture School, no such experiments as have been attempted in

[31] "Young America is inspired by Desire to be of Service." New York Times, May 30, 1926.

certain public schools are mentioned,[32] nor is there evident any conscious use of such analysis of direct and indirect methods of teaching ideals as is outlined by Charters.[33] If the publicity documents of private schools may be assumed to present the schools in as favorable a light as possible, the fact that only such general methods of character building appear as are listed would seem to indicate that their methods rest on no experimental or scientifically proven facts, though it must not be assumed from this fact that they are unsuccessful in attaining it.

Health

Health receives great attention in the hundred schools studied. Here there are two aspects to be considered; the positive side of correct health habits, and the negative side of prevention and treatment of disease. A medical examination by the school authorities is mentioned by sixty-two schools, followed by remedial recommendations or corrective exercise in forty-five cases. The physical needs of the boy are claimed to be studied in twenty-four cases. Exercise, either in the form of gymnasium work or participation in athletic sports is required by ninety-four of the schools, the number of periods ranging from two to five a week. The fact that so many more schools specifically require physical exercise than the formal offering noted in the study of the curriculum would seem to indicate shows that physical education is not usually counted as a definite subject of study in the curriculum, though ordinarily required as a school activity. Interscholastic athletic teams are mentioned by ninety schools, and emphasis on athletics for all rather than on the development of a few stellar athletes by eighty-six. In fifty-seven cases cases intrascholastic competition is encouraged by a division of school into two teams, each of which is known by the name of some color. In case the color scheme is not employed, the division is by dormitory or, in the military schools, by companies. Eighty-nine schools have a gymnasium, sixty-five a swimming

[32] POLLICK, R. E. "An Experiment in Moral Education." Elementary School Journal, 26: 674–682, May 1926.

[33] CHARTERS, W. W. "Direct and Indirect Methods of Teaching Ideals." Elementary School Journal, 25: 358–369, January, 1925.

pool, and seventeen teach physiology and hygiene in the seventh or eighth grades.

An infirmary is maintained either as a separate building or in an isolated part of another building by eighty-three schools. A nurse is mentioned by seventy-seven and a school doctor by sixty-three. In the majority of cases it is impossible to tell whether a full-time physician is maintained at the school, or whether a local practitioner acts in this capacity. In fifteen schools, however, one or more full-time physicians are employed. A description of the elaborate system of preventive medicine in force at Lawrenceville is given in Chapter VI, and a Hill School Alumni Bulletin describes the equally elaborate system in vogue there.[34] Thirteen schools have a farm which helps supply wholesome food; the excellence of the climate is mentioned by forty-seven and the quality of food served by thirty-six. Experience seems to prove that boxes of food sent from home are not conducive to good health, since thirty-three forbid the practice. Vaccination for smallpox is known to be required by seventeen schools, inoculation for typhoid by seven, and the Schick test for diphtheria is recommended by five. The evidence points towards a careful supervision of the health of the private school boy.

Meeting the Needs of Individuals

The methods used in meeting the needs of the boys vary, of course, with the needs to be met. The great emphasis is placed on scholastic and physical needs; no specific mention is made of attempts to straighten out moral twists or peculiar mental conditions. The list of offenses for which boys are dropped, leads to the conclusion that few schools attempt more than routine measures to save the erring boy; if he doesn't conform, he is dropped. This makes for a homogeneity of selected boys, but hardly meets the needs of the individual dropped.

The need most frequently mentioned is that of learning how to study. Though found infrequently in that section of the

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[34] Hill School Alumni Bulletin. Pottstown, Pennsylvania: Hill School, January, 1924, pp. 16–19 and October, 1924, pp. 7–13.

catalogue dealing specifically with aims, such training is mentioned somewhere or other in sixty-two catalogues. Sometimes the method described is that of definite instruction in methods of study. More often it consists of obliging the boys to study under the supervision of a master who is ready to give help if necessity arises, though there is no indication that it is necessarily the master teaching the particular subject upon which aid is needed.

To better meet the scholastic needs of private school students, small classes are advertised; in three cases the ratio of masters to pupils is one to eight or ten; in five cases, one to ten or twelve; in ten cases, one to fifteen; and in fifty-four cases, the classes are described as small. Apparently no distinction is made between those types of learning where small classes are desirable and those where larger groups are possible. No reference is found to a differentiation in the method of teaching according to the type of learning involved, as for example, between a subject whose main aim is the accumulation of facts and one whose object is the teaching of appreciation.

In thirty-three schools a system of advisors is described whereby each master is responsible for a larger or smaller group of boys. Only twenty-one schools mention the use of intelligence tests as a help in the classification or study of individuals. Great stress is placed on the intimate association of masters and boys to the end that the master may know the boy and help him if necessity arises, but there is little indication of a scientific study of the boy's abilities by the use of educational tests and measurements.

Ability grouping is of infrequent occurrence. It is known to exist to a limited extent at Lawrenceville; the Taft School catalogue mentions honor sections to stimulate the brighter boys; the need of such stimulation is noted by the Rector of St. Paul's in one of his annual reports;[35] it is in force at Loomis Institute,[36] at St. Mark's, and at Franklin and Marshall Academy.

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[35] Drury, S. S. "Annual Report of the Rector, St. Paul's School, 1922." Concord, New Hampshire: St. Paul's School, 1922, pp. 10–12.

[36] Batchelder, N. H. "Annual Report of the Head Master." Windsor, Connecticut: The Loomis School, 1926.

The practice of private tutoring in addition to the regular lessons and individual help, though officially frowned upon, is mentioned by thirty-three schools.

Formation of Habits

The formation of habits is mentioned by the majority of schools. Some of these habits have been noted in the discussion of ethical character together with the methods used to attain them. Others come properly under the discussion of the development of manners and social usage.

All the habits mentioned by the schools could be placed under other headings. The noteworthy fact, however, is that the habits named above, as well as such others as accuracy, alertness, concentration, courtesy, economy, generalization, neatness, observation, orderliness, perseverance, promptness, punctuality, thrift, and thoroughness, are general and not specific habits. Specific habits are indicated in but twenty of the hundred schools studied. It is recognized by psychologists that specific habits can be formed readily, but it is far from an accepted fact that general habits are automatically and inevitably formed by the constant repetition of the same act unless an ideal is built up, unless there is an identity of elements, or unless certain conditions favorable to transfer are present.[37] It would seem reasonable to assume that any habits formed by such methods as the use of the military form of scholastic administration, the precept and example of associates, the general influence of this or that method of discipline, or the forced repetition of certain activities are the result of chance and not of the specific method employed. Before general habits can be assured, favorable conditions must be present or some such method of developing ideals must be consciously employed as is outlined by Charters.[38] Private school literature indicates that favorable conditions for

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[37] For a discussion of transfer of training see Bagley, W. C. The Educative Process. New York: The Macmillan Company, 1923, Chapter XIII. Averill, L. A. Elements of Educational Psychology. Boston: Houghton Mifflin Company, 1924, pp. 347–375. Yocum, A. D. An Analysis of Education as Conduct Control. Philadelphia, Pennsylvania: privately printed, 1923.

[38] Charters, W. W. "Five Factors in the Teaching of Ideals." Elementary School Journal, 25: 264–276, December, 1924.

transfer exist, but give no indication of any conscious use of any definite procedure.

Citizenship, Democracy, Leadership

The methods used in developing the desire and ability to discharge effectively the duties of citizenship are usually in the form of some such general statement as that of Lake Forest Academy:

> Good citizenship and Americanism demand more than ever, in these times, wholesome, all-around education to the highest attainable degree—an alert, thoroughly trained, sound mind and character in a sound body. We believe that a boys' school should instill into him during his character-forming years, patriotism, loyalty, self-control, and respect for law and order . . . We still hold fast to the "old-fashioned" belief in the necessity and efficacy of hard work, moral continence, substantial honesty and honor, and a faithful persistence in following right ideals.

Every school studied has courses in history which lend themselves to a knowledge and appreciation of the meaning, privileges, and obligations of our democratic form of government; and in twenty-eight cases it is claimed that this application is made. Inspirational talks on patriotic subjects are mentioned by thirty-one schools, either as part of a general course of lectures or on special occasions.

As is seen from the above quotation certain habits are considered important in the development of good citizenship. These are much the same as those included in the development of ethical character and the same means are employed in building them. Although much seems left to chance and the main reliance is on indirect methods, these schools apparently do as much as can be done in the light of the present unsettled status of the teaching of attitudes and ideals.

Democracy is mentioned specifically by one-third of the schools. As used by these schools, it seems to mean a breaking down of the provincialism of the city or country environment, and that, within the group, preferment shall come by individual

merit and worth and by these alone.[39] Critics of private schools stress the essentially selective character of the student personnel as an undemocratic feature.[40] That the personnel is highly selected is evident from the data from certain schools given in Chapter V. Whether a selected personnel makes for a lack of democracy, or whether democracy may exist in a highly selected group would seem to depend on the definition of the term. The discussions of recent writers show the lack of a clear definition.[41] This study is concerned, however, only with the methods employed by the private schools in carrying out their own interpretation, and the following are found: the development of the qualities making up ethical character; the habits, attitudes and interests previously mentioned; participation in student government; association with other boys and masters in the daily acts of life; and, in nine cases, the performance of certain manual duties connected with the school in order to inculcate the idea of service and the dignity of manual labor. Other factors are the necessity of wearing a common uniform mentioned by six military schools. The restriction of spending money mentioned by eighty-two schools is specifically intended to foster democracy in seven cases.

A favorite method of securing a student personnel composed of poor as well as rich boys is the granting of scholarships to deserving boys whose fathers cannot afford to pay the fees demanded. Eighty-seven schools mentioned a larger or smaller number of scholarships available for boys of this type, and almost

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[39] The Cook Academy Bulletin. Montour Falls, New York: Cook Academy, June and July, 1926.
CUSHWA, F. W. "Democracy and the Private Schools." The Phillips Exeter Academy Bulletin. Exeter, New Hampshire: January, 1924.
BACHELDER, N. H. "Democracy and Education." The Atlantic Monthly, 125: 651–657, May, 1920.
Catalogue of the Kingsley School, Essex Falls, New Jersey, p. 9.

[40] SACHS, JULIUS. The American Secondary School. New York: The Macmillan Company, 1912, p. 155.
CANNON, CORNELIA J. "The Dissociated School." Atlantic Monthly, 132: 610–622, November, 1923.
SHARP, D. L. "Patrons of Democracy." Atlantic Monthly, 124: 649–666, November, 1919.

[41] See Chapter VIII.

without exception appeals are made for more funds for this purpose.

Leadership has been mentioned as a conscious aim of 10 per cent of the schools. It is developed by the opportunities presented for participation in the various activities. Table XXV shows the type of outside activities offered and the number of schools offering them.

TABLE XXV

TYPES OF EXTRA CLASSROOM ACTIVITIES OFFERED IN ONE HUNDRED PRIVATE SCHOOLS AND THE NUMBER OF SCHOOLS OFFERING THEM

TYPES OF ACTIVITY	NUMBER OF TIMES OFFERED	TYPES OF ACTIVITY	NUMBER OF TIMES OFFERED
Athletic		Oratory	84
Athletic Association	46	School paper	89
Baseball teams	90	School publication other than paper	60
Basketball teams	86	Science Club	9
Football teams	85	Musical	
Golf teams	26	Band	36
Hockey teams	35	Banjo club	58
Miscellaneous teams	46	Choir	30
Swimming teams	50	Glee club	84
Tennis teams	85	Mandolin club	84
Track teams	67	Orchestra	78
Literary		Social and Religious	
Debating club	71	Fraternities	3
Dramatic club	67	Miscellaneous	61
English or reading club	10	Religious club (Y. M. C. A., etc.)	94
Honorary Scholarship Society	7	School or class officers	17
History or related club	8	Social clubs	11
Language club	6	Student council	83
Literary societies	62		
Miscellaneous clubs	42		

The large percentage of extra-classroom organizations shows clearly the great use made of indirect means to obtain the objectives of private schools. The proper utilization of the instinctive tendencies of adolescents is becoming more and more recognized as a fundamental principle in worthwhile education as is seen in the club system of junior high schools and in the increasing number of books and articles on extra-classroom activities. In the case of the private school, as to some extent in the high schools, the problem is not to seek ways of stimulating these activities

but rather to prevent their assuming too great an importance in the minds of the pupils. The overemphasis on athletics is one phase of the problem; the overwhelming interest of private school graduates in all sorts of college activities to the exclusion of intellectual occupations is another.[42] The difficulty is to find the mean between the undeniably educative opportunities in extra-classroom activities and their abuse.

Provision for the Non-College Student.

The relatively small provision for the non-college pupil is evident from the fact that so few mention it as compared with college preparation. The number of different curricula and the kind of courses offered is seen to be largely limited to work leading to college entrance. When a curriculum for the non-college student is offered, it is usually directly preparatory to business or agriculture, or consists of the less linguistic and abstract subjects of the regular college preparatory work. Vocational guidance is mentioned by five of the schools, a vocational club by two, and a course of lectures on business affairs by one.

Manners and General Culture

Instruction in manners and the social proprieties is a relatively minor aim of private schools if judged from formal statements, but an important by-product if judged from the incidental references. The California Preparatory School has a weekly period set aside for lectures on "morals, manners, and social customs" in which such matters as table etiquette, correct seating and rising at the table, in the drawing room, on the street, and in public places are discussed, with written examinations at suitable periods. Five other schools mention a similar course, but not the examination. In twenty-one other schools correct social usage is mentioned as a by-product of the school life. Dances are spoken of by twenty-four schools. Such habits as courtesy, consideration, neatness, orderliness and self-control have been discussed. The fact that masters' wives either consciously or unconsciously play a part in instilling the qualities

[42] See Chapter VII.

necessary for social poise is mentioned by forty-two schools, and a reference to the home-like atmosphere of the school by sixty-eight.

The practice of the different schools varies in regard to participation by the boys in social functions of the town in which or near which it is located. Thirteen schools permit attendance at such affairs under fairly liberal restrictions. Five others make passing or creditable work the basis. Week-ends away from school are mentioned by sixty-seven schools, but in fifty-four cases they are contingent upon scholastic work and good behavior. There is a distinct tendency evident toward close restrictions to the school property, which, while valuable from the standpoint of lesson-getting and health, does not make for the creation of real life situations. This is particularly true in the case of the boys' boarding schools in the matter of association with those of the opposite sex.

Mental Discipline

The heading mental discipline includes mainly the development of certain habits such as accuracy, concentration, forming of generalizations, mental alertness, neatness, observation, perseverance, and thoroughness. There is also involved the idea of liberal training in the older sense of the term as including the traditional subjects. The habits involved are claimed to be secured by the general discipline of the schoool, the insistence on hard study, and particularly by the pursuit of certain studies such as mathematics and the classical languages. In speaking of mathematics and Latin, the catalogue of the Wenonah Military Academy states:

> We realize the full value of these studies as aids in training the memory and widening the mental horizon, in developing a classic taste and the faculty of inductive inference . . .

As is noted in the discussion of methods used in developing habits, the automatic acquisition of such values is now thought to be doubtful.

Day Schools

The discussion to this point has been based on a study of one hundred non-Catholic schools with boarding departments. The study of day schools, particularly country day schools, reveals certain variations of method.

The aims of one group—the essentially college preparatory country day schools—do not differ widely from those found in the boarding schools. College preparation in a country environment with emphasis on healthful recreation is one main aim, the formation of sound character by supplementing home influences is the other. Since all ten studied intensively—Albany Academy, Columbus Academy, Country Day of Boston, DeMotte, Kansas City Country Day, Nichols, Pingry, Portland Country Day, St. Louis Country Day, and St. Paul Academy—are non-sectarian, there is no emphasis placed on the formal side of religion. Character building is done indirectly by the socialization of play and the association with masters. The one point of difference lies in a greater use of scientific methods of studying the boys, for they are all boys' schools. The use of intelligence tests is mentioned by seven of the schools and achievement tests by five.

It is in the other group, of which the Edgewood School, Oak Lane Country Day School, Park School of Buffalo, Scarborough School, Tower Hill School, Utica Country Day School, the Walden School, and Woodmere Academy are taken as examples, that a totally different spirit and methods are found. These schools represent the reaction from the conception of education as a preparation for adult life; they stress rather the immediate interests of the child. Two are frankly experimental, and all belong to the so-called "progressive" type. The Oak Lane Country Day School

> is a protest against the mechanical process of putting the child through a traditional system of abstract formal "studies", regardless of their value to the child or to society at large; against wasted time and dissipated interest caused by large classes and an unvitalized program of studies; against the neglect to study the child scientifically, and to provide for him according to his individual needs. It is a protest against a system of education which apparently considers

that children can be properly educated by factory methods, turning them out of school wholesale at regular intervals, lacking in ability to think clearly, to express themselves exactly and adequately, and without sufficiently high ideals of community service; or else forcing them out of the schools before the end of the course by the inflexibility of the system itself.

The work of these schools to date has concerned itself largely with the elementary grades, so a full discussion of their activities is out of place in a study of secondary education. They are co-educational, but in the majority of cases there are not enough boys in the upper grades to furnish a valid comparison with the methods of other schools. Since college entrance must be considered, there are college preparatory courses, either existing independently as in the case of the Edgewood School, or on the basis of a selection from the courses offered as in the Oak Lane Country Day School and the Scarborough School. The use of the junior high school as a distinct organization and as a period of exploration and discovery of individual aptitudes and interests is mentioned by six of the eight schools, and the use of intelligence and achievement tests by the same number.

The six years of junior and senior high school are considered a unit for the purposes of securing experiences in a broader range of subjects than is given in the boarding schools. At the Scarborough School, for example, during these six years English is required in all; mathematics in three, social science in three, natural science and music in two, fine arts and industrial arts in one, and physical education in every year. In grade IX three subjects are required, but in the other three grades only English. This situation is typical of all the progressive schools studied and is quite different from that indicated by the private schools as a whole as shown in Table XXIV. In the progressive schools the curriculum is apparently broader, more freedom in election is allowed, and socialization rather than repression is the watchword.

Four other schools should be mentioned as using methods quite unlike the orthodox private school. The Francis W. Parker School of Chicago, and the Lincoln School of New York are quite frankly laboratory schools whose scientifically controlled experiments in methods are widely known. The Ethical

Culture School of New York is unique in its endeavor to bring together the children of all financial and social classes for the inculcation of a democratic spirit and in its experiments in the field of ethical education. Finally, the University of Chicago High School has been able to prepare adequately for college while using experimental methods of the highest value and not devoting special time, thought, or energy to any special coaching methods.

A Suggested List of Aims for Private Schools

Except for the aims and methods outlined in the catalogue of the Lake Placid School and certain of the progressive country day schools, there is evident no perceptible influence of current educational thought on aims or methods. A beginning has been made, however, in the survey of one private school in which the following are listed as possible objectives:

1. The promotion of health and the desire and ability to care for the health.
2. The development of fundamental abilities, attitudes and appreciations . . . which are so general in their application that they are not readily included within a single one of the other aims.
3. The development of ethical character.
4. The development of the desire and ability to be a useful member of some religious organization.
5. Aid in the selection of and preparation for a vocation.
6. Development of the desire and ability to discharge effectively the duties of citizenship.
7. The development of the ability to become a worthy and efficient member of a home.
8. Development of the desire, ability and habit of making a profitable use of leisure.
9. Development of interest and ability in social intercourse.
10. Preparation for advanced study.[43]

Not only is this excellent outline of objectives made, but an indication is given of the developments in the pupil which are important in the carrying out of these objectives and of the activities and methods which may be utilized in promoting these

[43] The George School Survey, *op. cit.*, pp. 11–14.

developments. Many of these activities and methods are actually used in private schools, but many others suggested are not.

IV. SUMMARY

An examination of official statements of the Catholic Church and an intensive study of two hundred non-Catholic private schools leads to the conclusion that the dominant aim of private education is to furnish religious or ethical training in an intellectual atmosphere. The emphasis on the principles underlying the Catholic faith as the means of character building is seen in official publications of the Bureau of Education of the National Catholic Welfare Council and in the catalogues of Catholic Schools. Character building is mentioned as the dominant objective or of equal importance with other objectives in 85 per cent of two hundred non-Catholic schools in all sections of the country.

In the non-Catholic schools college preparation ranks next to the formation of ethical character as an aim. In some cases more emphasis is placed on it than on the building of character; in others, less; and in still others the two are mentioned on a plane of equality. These two objectives are paramount in more than 75 per cent of the schools studied.

The other aims of these non-Catholic schools may be conveniently grouped under the following headings in the order of frequency of occurrence: health, meeting the needs of individuals, the formation of desirable habits, citizenship and leadership, the education of non-college students, manners and general culture, acting as a supplement to or substitute for the home, and to furnish the mental discipline of a liberal training.

These are not mutually exclusive, as many interconnections and intercorrelations are evident. Neither are they an ideal statement. Comparatively few private schools, for the most part only those of the progressive country day variety, show any influence of current educational thought. The only detailed analysis of aims into the activities involved in their fulfillment is that outlined in the George School Survey.

The evidence points to the fact that relatively few private schools are operated for individual or corporate gain. None of the larger boarding schools are so conducted, and few of the schools under sectarian influence. The proprietary schools, with very few exceptions, are non-sectarian schools found in vacation spots such as Florida or California, in the larger cities, or in the neighborhood of certain colleges.

An intensive study of the curriculum of forty private schools of all types compared with a similar study of the high schools of fifteen large cities leads to the conclusion that the private school curriculum is relatively inflexible and the offering of courses smaller. The influence of the entrance requirements of certain large colleges through the medium of the examinations offered by the College Entrance Examination Board tends to restrict the offerings of the schools to the traditional linguistic and abstract studies. Foreign languages are offered in abundance, English and mathematics occur next frequently, followed by the natural and social sciences. The newer vocational and appreciation subjects receive little attention.

More constants are found in the private schools than in the public, and the emphasis is different. In the ninth grade about 60 per cent of the work is required; in the tenth, 45 to 50 per cent; in the eleventh, 35 per cent; and in the twelfth, 30 per cent. Of all the subjects required in grades nine to twelve, 38. 6 per cent is devoted to English, 19.4 per cent to mathematics, 11.7 per cent to social sciences, 10.6 to foreign languages, 7.3 per cent to miscellaneous subjects, and 6.6 per cent to Bible and religion. In the public schools English receives 42.5 per cent of the required time, physical education, 21.4 per cent, the social sciences, 16 per cent, and no other subject above 8 per cent. The electives offered in private schools are limited in number and so restricted by the college entrance requirements that, to all intents and purposes, they are constants.

One group only, the progressive schools, depart from the general rule. Since these consider the immediate needs of the pupil more important than preparation for adult life, a fuller curriculum is offered with fewer constants, and there is an apparent endeavor to utilize the results of educational experimentation, as well as to experiment themselves.

The methods used to carry out these objectives are both direct and indirect. The curriculum is a direct means from the point of view of the college preparatory aim. The principal other direct means used to carry out the stated aims are the formal teaching of religion to insure the building of character and a knowledge of religion, insistence on specific ways of doing things to build habits, games and play to promote health, and active participation in school activities to build up qualities of leadership and social habits.

By far the greater part of the methods employed are indirect. Association with masters of high character, the general discipline of the school, and the participation in a magnified form of home life are mentioned most frequently. A great emphasis is found on participation in outside activities of which there are an abundance offered. The methods of discipline described are both regulatory and constructive. A decided emphasis is found on obedience to rules, and also an endeavor to allow the pupils some voice in the making or more often the carrying out of the rules. There is apparent a widespread acceptance of the theory of transfer of training though few specific references to it. The definite impression gained from an intensive study of private school catalogues and publications is that these schools as a group accept loosely defined aims as their goal, that their method of procedure is empirical and traditional, and that they either do not know or do not accept the results of current educational experimentation.

V

STUDENT AND FACULTY PERSONNEL OF PRIVATE SCHOOLS

I. STUDENTS

No complete presentation of data concerning the boys in private schools can be made, since the necessary information concerning all schools cannot be collected. The material which follows is in the nature of type studies intended to show the conditions in certain schools or certain types of schools. The attempt is made to determine the extent of migration from various sections of the country, and conclusions drawn as to its reasons. The intelligence of the student body in certain schools is considered, the age of the pupils, the elimination which takes place, the occupation of the parents of the boys, the intentions of the boys for the future, and the influence of family tradition in certain of the older schools. The conclusions drawn are valid only so far as these particular schools can be considered typical.

Home of Students

It has been shown that of 971 non-Catholic schools, 32 per cent are essentially boarding, and 35 per cent present combination day and boarding features. To determine the extent of this migration from home, 115 boarding schools in various parts of the country were studied intensively. The majority of these are located in the East, since data from schools in other parts of the country were not available.[1] Table XXVI shows the distribution of the boys in these schools according to the location of their home.

The majority of the boys in these particular schools live in the same section of the country in which the school is located. This

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[1] See Appendix D for a list of the schools.

TABLE XXVI

DISTRIBUTION OF BOYS IN 115 BOARDING SCHOOLS ACCORDING TO THE LOCATION OF THEIR HOME

NUMBER AND PERCENTAGE OF BOYS FROM	TOTAL BOYS	SCHOOLS IN NEW ENGLAND		SCHOOLS IN MIDDLE ATLANTIC		SCHOOLS IN SOUTHERN		SCHOOLS IN NORTH CENTRAL		SCHOOLS IN SOUTHWESTERN		SCHOOLS IN PACIFIC COAST	
		NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
New England	4466	4201	57.1	232	5.7	3	0.1	27	1.0	2	0.1	1	0.0
Middle Atlantic	5379	2222	30.1	2864	72.1	116	5.9	166	6.7	5	0.4	6	0.5
Southern	2315	176	2.3	246	6.1	1658	83.3	67	2.7	161	12.9	7	0.6
North Central	3200	485	6.6	393	9.7	178	9.0	1903	76.9	226	18.2	15	1.4
Northwestern	263	22	0.3	21	0.5	1	0.0	84	3.3	102	8.2	33	2.6
Southwestern	1035	79	1.0	66	1.2	13	0 6	115	4.7	715	57.2	47	4.1
Pacific Coast	1178	50	0.7	45	1.1	2	0.1	75	3.2	9	0.8	997	86.2
All Others	423	139	1.9	147	3.6	20	1.0	37	1.5	27	2.2	53	4.6
Total	18259	7374	100.0	4014	100.0	1991	100.0	2474	100.0	1247	100.0	1159	100.0
Number of Schools	115	42		31		13		17		4		8	

TABLE XXVII

Distribution of Students by Residence in Nine of the Larger College Preparatory Schools

Section of Country	Andover		Choate		Culver		Exeter		Hill		Lawrence-ville		St. John's		Shattuck		Taft	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
New England	268	42	86	27	14	2	283	42	17	4	16	3	1	0	1	0	87	32
Middle Atlantic	212	33	163	52	114	15	240	34	242	54	356	65	14	3	6	3	131	50
Southern	26	4	12	4	120	17	32	4	44	10	55	10	18	5	1	0	10	4
North Central	73	12	43	13	384	52	109	15	110	24	62	12	397	84	156	66	31	11
Northwestern	5	1	1	0	10	1	11	1	10	2	2	1	11	3	37	15	1	0
Southwestern	20	3	2	1	54	7	14	2	14	3	25	5	6	1	21	9	4	1
Pacific Coast	12	2	3	1	37	5	8	1	7	2	17	3	11	3	12	5	3	1
Foreign	24	3	5	2	9	1	6	1	4	1	5	1	6	1	2	1	2	1
Total	640	100	315	100	742	100	703	100	448	100	538	100	464	100	236	99	269	100

is particularly true in the South and on the Pacific Coast, with 83.3 per cent and 86.2 per cent.

Schools in New England, the Middle Atlantic states, and the Southwest have the most boys from outside with 42.9, 27.9, and 42.8 per cent respectively. In the New England schools an appreciable number of boys are found from the Middle Atlantic states and the Middle West, with a scattering number from all other sections. The Middle Atlantic schools also enroll many boys from all over the United States. The boys in Southern schools, however, come largely from surrounding territory. North Central schools draw students from a wide radius due largely to the nation-wide patronage of three schools—Culver, Shattuck, and St. John's Military Academy. These three with Kemper, the Missouri Military Academy, and Wentworth are the only large schools found west of the Allegheny Mountains. The large boarding schools are a distinctly Eastern institution, so the trend of migration is principally from West and South to the East with the exceptions noted.

Certain of the larger college preparatory schools, regardless of location, draw boys from all sections of the country though in varying proporions. Table XXVII shows the distribution of residence in nine of these schools. Exeter and Andover draw about 75 per cent of their boys from the New England and Middle Atlantic States, about 15 per cent from the North Central, and the remainder from scattered sections of the country, although in neither school do half the boys come from the same geographical division. Choate and Taft, although located in Connecticut, draw 50 per cent or more of their boys from the Middle Atlantic states, about 25 to 30 per cent from New England and 11 to 14 per cent from the North Central territory. Fifty-four per cent of the Hill boys come from immediately surrounding territory, and 65 per cent in the case of Lawrenceville. The latter school draws but 3 per cent from the New England states, but compensates by 10 per cent from the Southern states, 12 per cent from the North Central territory, and 3 per cent from the Pacific Coast. More boys attend this school from California, Oregon, and Washington than from New England. Culver, St. John's, and Shattuck draw 52, 84, and 66 per cent respec-

tively from their own territory, Culver having by far the evener distribution in other sections of the country. Exeter leads in the distribution of her boys, enrolling them from forty-one states and five other geographical divisions; Andover has boys from thirty-eight states and eight other divisions; Lawrenceville from thirty-six states and three other divisions.

Reasons for Sending Boys Away to Boarding Schools

What are the reasons for the presence of so many boys in boarding schools when our country is engaged in the greatest educational experiment of all time? Why should seventeen boys from California attend a school in New Jersey when the Pacific Coast is dotted with excellent private schools and when the city of Los Angeles has embarked on a most elaborate and scientific policy of adapting the public school curriculum to the needs of students? These questions cannot be answered without the cooperation of the parents of such boys—a cooperation that is difficult to obtain, since the expressed reasons are not always the real ones.

Many boys, of course, attend the older schools because of sentimental reasons; their fathers or relatives have preceded them. In some cases a boy cannot be managed by the parents, and sending him away to school is the easiest method of reformation. Often a home is broken up by death or divorce, and the boarding schools offer a solution. These are perfectly legitimate reasons, but they explain only a relatively few cases. The fact that so many boys are in private schools can be explained only by the fact that many parents are dissatisfied with the work of the public schools.[2] Certainly they would not withdraw their sons if they were thoroughly satisfied with public education. The fault may be with the boys, or the parents, or the public school; it probably should be shared by all three.

A perusal of the aims of private schools should furnish a clue as to what parents expect to find in them. It should indicate also what parents find rightly or wrongly, to criticise in the

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[2] Blair, Emily N. "Why I Sent my Children away to School." Harper's Magazine, Volume 152, March, 1926.

public schools. The aims most frequently mentioned have been summarized in the preceding chapter as the formation of ethical character, college preparation, providing for health, meeting the needs of individuals, the formation of habits, a training in citizenship and leadership, providing for the non-college student, a training in manners and general culture, acting as a supplement or substitute for the home, and training in mental discipline.

In addition to the more or less legitimate reasons given above there seems to be another, usually unexpressed but probably important. There are certain parents who have gained a prominent place in the world by dint of their own efforts and without the advantage of a formal or extensive education. They desire for their sons acquaintance with those boys whose families have long had a certain social prominence, and so deliberately choose the type of school which caters to the socially elect. It is this conscious attempt to place boys in certain schools, not because of the intrinsic worth of the school, but in the hope of gaining social prestige that has given rise to much of the criticism of the private school as being snobbish and as perpetuating undesirable castes in a democracy.[3]

Intelligence

But few studies have been reported bearing on the intelligence of private school boys. Anderson reports on the scores of the Army Alpha Tests at Hotchkiss in 1921[4] and compares the percentage results with those obtained on the same test, in three city high schools in 1919 by Madsen and Sylvester.[5] The results are seen in Tables XXVIII and XXIX.

The results of a survey of the St. Ambrose College High School, a Catholic institution located in Davenport, Iowa, are given in Table XXX.[6]

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[3] Abbott, W. C. "The Guild of Students." Atlantic Monthly, 128: 618–625, November, 1921.

[4] Anderson, J. E. "The Intelligence of a Highly Selected Group." School and Society, 16: 723–725, December 23, 1923.

[5] Madsen, I. N. and Sylvester, R. H. "High School Students' Intelligence Rating According to the Army Alpha Test." School and Society, 10: 407–410.

[6] Neuzil, E. W. "The Educational Achievement of St. Ambrose College High School." Master's Thesis, University of Iowa, Iowa City, Iowa, 1925.

TABLE XXVIII

SCORES OF HOTCHKISS SCHOOL BY CLASSES. ARMY ALPHA INTELLIGENCE TEST. FORM 6, 1921

SCORE	GRADE				
	IX	X	XI	XII	TOTAL
80–89	2	..	..	..	2
90	7	1	1	..	9
100	2	..	2	2	6
110	11	4	5	..	20
120	12	8	4	6	30
130	11	12	10	9	42
140	9	12	12	9	42
150	2	9	18	20	49
160	3	10	19	18	50
170	1	4	12	8	25
180–189				3	3
Totals	60	60	83	75	278

TABLE XXIX

COMPARISON BY PERCENTAGES OF HOTCHKISS AND HIGH SCHOOL RESULTS. ARMY ALPHA, FORM 6

	A	B	C+	C	C−	D	E
Hotchkiss XII	81.1	17.3	1.3	....	....	....	....
High Schools XII	49.6	36.5	12.3	1.6	....	....	....
Hotchkiss XI	82.3	15.7	2.4	....	....	....	....
High Schools XI	38.5	42.5	17.8	1.2	....	....	....
Hotchkiss X	64.7	33.2	1.7	....	....	....	....
High Schools X	20.1	47.3	26.9	5.5	....	0.2	....
Hotchkiss IX	31.5	5.3	14.9	....	....	....	....
High Schools IX	9.7	36.4	42.9	10.5	0.5	....	....
94004 Drafted Army Men	4.1	8.0	15.2	25.0	23.8	17.0	7.1

A more elaborate study was made by a Committee of the Secondary School Examination Board appointed to report on the advisibility of requiring an Intelligence Test before admission to the schools included in that organization.[7] The data include results of the Terman Group Test of Mental Ability, the Otis

[7] COLE, R. D., JONES, G. and LESTER, J. A. Unpublished Report to Secondary School Examination Board, Fessenden School, Brookline, Massachusetts, 1927.

Group Intelligence Scale, Advanced Examination, and the Otis Self-Administering Test. Scores were obtained from the following Schools: Culver, Exeter, Fessenden, Germantown Friends, Groton, Hill, Huntington, Lawrenceville, Loomis, Milton, Riverdale, St. Mark's, St. Paul's and Shadyside. The mean scores by ages together with the author's norms where available, are given in Table XXXI.

TABLE XXX

DISTRIBUTION OF SCORES. TERMAN GROUP TEST OF MENTAL ABILITY, IN ST. AMBROSE COLLEGE HIGH SCHOOL, 1924

	GRADES			
SCORES	IX	X	XI	XII
204.5	..	..	..	2
194.5	..	..	..	1
184.5	..	..	4	5
174.5	..	3	1	7
164.5	1	..	4	6
154.5	8	4	8	12
144.5	6	2	2	2
134.5	6	7	2	7
124.5	7	3	2	1
114.5	10	12	3	4
104.5	4	6	1	1
94.5	15	8	..	2
84.5	9	2	1	1
74.5	2	3	..	..
64.5	4	5	..	..
54.5	2	1	..	..
44.5	1	..	..	..
34.5	1	..	..	..
Cases	76	56	28	51
Median	108.5	112.5	139	155.7
Terman Median	104	122	138	147

In reporting his study at Hotchkiss, Anderson says:

"Hotchkiss classes consistently make higher records than do corresponding classes in the high schools and very much higher scores than do the drafted men. . . . At least 85 per cent of the students in each Hotchkiss class surpass the median score of the corresponding high school class . . . A comparison of median scores of Hotchkiss classes with results in various

colleges and universities shows that the selection is as rigorous as that in most institutions of collegiate grade."[8]

It is clear that, so far as tests of this nature measure intelligence and so far as the schools studied are typical of private schools in general, the student population represents a highly intelligent group of boys.

TABLE XXXI

MEAN SCORES OF INTELLIGENCE TESTS OF 5087 BOYS IN CERTAIN PRIVATE SCHOOLS, 1923–1926

	AGES										
	13.6	14	14.6	15	15.6	16	16.6	17	17.6	18	18.6
OTIS SELF-ADMINISTERING TEST											
Cases..	45	60	72	84	128	152	170	175	176	149	60
Mean..	57.6	54.2	56.7	57.1	57.6	57.1	58.7	59.5	56.7	57.9	57
Norm..	31	33	34	37	38	40	40	41	42	42	42
OTIS INTELLIGENCE SCALE, ADVANCED EXAMINATION											
Cases..	121	171	193	197	240	250	246	259	249	235	149
Mean..	146	148	155	158	163	164	167	169	166	166	165
Norm..	97	103	107	113	117	123	125	128	129	130	130
TERMAN GROUP TEST OF MENTAL ABILITY											
Cases..	106	132	164	177	158	192	196	148	131	62	40
Mean..	144.7	142.4	148	155.2	157.9	158.2	164.9	166.1	164.8	162.8	160

Age of Private School Boys

As in so many other phases of the private school, there is little printed material available as to age of the pupils. Tables XXXII and XXXIII give age-grade tables of the Lawrenceville School and the St. Ambrose College High School, respectively.

The average ages in Lawrenceville for grades nine to twelve are 16.8, 17, 17.7, 18.7; and at St. Ambrose, 14.6, 15.6, 16.9, 17.7.[9] Anderson, in his discussion of the intelligence of Hotchkiss boys, gives the following median ages for the same grades; 14.11, 15.11, 16.9, 17.8. In the high schools of Cleveland, Ohio, in 1920 the average ages were 14.7, 15.5, 16.3, 17.1.[10] In every

[8] ANDERSON, *op. cit.*

[9] NEUZIL, *op. cit.*, p. 72.

[10] "Eighty-fourth Annual Report." Cleveland, Ohio: Board of Education, 1920, p. 19.

case the average age of the private school is higher than that of the public school, except in the freshman class at St. Ambrose. At Lawrenceville there is but four months' difference between the average age in grades nine and ten, showing clearly the selective function of these two grades in this particular school.

Table XXXIV shows certain data on acceleration and retardation in the two private schools and in the city of Cleveland.

TABLE XXXII

AGE-GRADE TABLE. LAWRENCEVILLE SCHOOL, 1925–1926. AGE AS OF NOVEMBER 12, 1925*

AGE	GRADE				
	VIII	IX	X	XI	XII
12.3 to 12.8	2	..	..	..	..
12.9 to 13.2	11	..	..	..	..
13.3 to 13.8	9	..	..	..	..
13.9 to 14.2	12	5	1	..	..
14.3 to 14.8	19	8	1	..	..
14.9 to 15.2	20	19	5	1	..
15.3 to 15.8	10	14	7	4	..
15.9 to 16.2	4	26	17	10	1
16.3 to 16.8	4	24	23	14	5
16.9 to 17.2	..	8	17	25	7
17.3 to 17.8	..	8	29	17	23
17.9 to 18.2	..	7	15	14	17
18.3 to 18.8	..	2	8	9	21
18.9 to 19.2	..	2	2	6	9
19.3 to 19.8	..	..	..	4	8
19.9 to 20.2	..	..	1	..	2
20.3 to 20.8	..	..	..	2	1
20.9 to 21.3	..	..	..	..	1
Total	91	123	126	106	95
Average age	14–6	16–8	17	17–7	18–7

* The normal age group is indicated by the cross lines.

The striking fact is the large percentage of overage boys at Lawrenceville; in no grade is there less than 45 per cent. The sifting process in grades nine and ten is clearly seen with 74 and 75 per cent, respectively, of retarded boys and then the sudden

drop to 49 and 45 per cent. The resemblance of the parochial school to the public school is also clearly seen.

At the George School the students "are from six to eleven months older than the students of three other Friends' Schools and six public schools with which they were compared. In the Freshman year at George School (9th Grade) 44 per cent were 'over age' for the grade as compared with 32 per cent for the other Friends' Schools and 28 per cent in the public schools".[11]

TABLE XXXIII

AGE-GRADE TABLE. ST. AMBROSE COLLEGE HIGH SCHOOL. 1924

AGE	GRADE			
	IX	X	XI	XII
12.5	2	1	..	..
13.0	6	1	..	..
13.5	8	3	..	..
14.0	18	2	1	..
14.5	11	16	..	..
15.0	11	13	1	..
15.5	4	6	2	..
16.0	3	4	9	3
16.5	2	5	10	7
17.0	2	..	5	11
17.5	..	..	4	15
18.0	1	2	5	5
18.5	..	1	2	4
19.0	..	..	..	1
19.5	..	..	..	..
20.0	..	..	..	2
20.5	..	..	..	1
21.0	..	..	1	..
21.5	..	..	..	2
Total	68	54	40	51
Average age	14–6	15–6	16–9	12–7

Parental Occupations

Another phase of the selective process in private schools is shown in scanty data available concerning parental occupations.

[11] George School Survey, *op. cit.*, p. 32.

Counts has published significant facts on the situation at Exeter, at the University of Chicago High School, and in the public high schools of Bridgeport, Conn., Mt. Vernon, N. Y., and Seattle, Wash.[12] The results of a similar survey at Lawrenceville are available.[13] Other data have been secured for both boys and girls from the George School.[14] Table XXXV is a compilation of the data in all these schools. The basis for classification is that given by Counts.[15]

TABLE XXXIV

PERCENTAGE BY GRADES OF BOYS ACCELERATED, AT AGE, AND RETARDED IN CERTAIN SCHOOLS

	SCHOOLS												
	LAWRENCEVILLE 1925–6					ST. AMBROSE H. S., 1924–5				CLEVELAND H. S., 1919–20			
	VIII	IX	X	XI	XII	IX	X	XI	XII	IX	X	XI	XII
Accelerated.	2	0	2	5	6	21	16	10	10	10	12	14	20
At age.....	35	26	23	46	49	49	63	60	61	71	68	67	65
Retarded...	63	74	75	49	45	30	21	30	19	19	20	19	15

In the high schools 29 per cent of the boys come from homes of the laboring class, but in the private schools less than 2 per cent. At Lawrenceville, George School, Exeter, and the University of Chicago High School the percentage of fathers in the proprietor class is 52, 21, 44, and 42 per cent, respectively, and in professional service 24 per cent, 26 per cent, 31 per cent, and 31 per cent. The George School ranks highest in the percentage of fathers in agricultural service with 18.8 per cent.

Data impossible to fit into the above table but showing the

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[12] COUNTS, G. C. "The Selective Character of American Secondary Education." Supplementary Educational Monographs, No. 19. Chicago: University of Chicago, May, 1922.

[13] COLE, R. D. "Parental Occupationsand Vocational Choices of Private School Students." Journal of Educational Sociology, 1: 205–217, December, 1927.

[14] George School Survey, *op. cit.*, pp. 15–16.

[15] *Op. cit.*, Chapter IV.

TABLE XXXV

PERCENTAGES OF FATHERS OF PUPILS IN CERTAIN PUBLIC AND PRIVATE SCHOOLS ENGAGING IN CERTAIN OCCUPATIONS

PARENTAL OCCUPATION	SCHOOLS				
	LAWRENCEVILLE 1921–24	GEORGE SCHOOL 1924	EXETER 1921	U. OF C. H. S. 1921	3 HIGH SCHOOLS 1919–21
Proprietors	52.0	20.9	44.0	42.1	19.8
Professional service	24.0	26.1	31.0	31.1	9.4
Managerial service	10.0	17 2	10 5	12 0	16 5
Commercial service	8.0	8.4	7.5	9.8	9.5
Clerical service	1.0	3.2	2.5	1.9	5.8
Artisan-proprietors	1.0	2.0*	1.5	1.2	4.2
Agricultural service	1.0	18.8	1.0	0.5	2.4
Manual labor	....	2.0*	1.0	....	29.1
Dead, retired, unknown	3.0	1.4	1.0	1.4	3.3
Total percentage	100.0	100.0	100.0	100.0	100.0
Number of cases	520	249	201	418	17,265

* Estimated.

same trend are available from the Loomis School[16] and St. Ambrose College High School.[17] As the classifications used were not the same, the data are adapted as shown in Table XXXVI.

TABLE XXXVI

OCCUPATIONS OF FATHERS OR GUARDIANS OF BOYS IN LOOMIS SCHOOL, 1925, AND ST. AMBROSE H. S., 1924

OCCUPATION	LOOMIS		ST. AMBROSE H. S.	
	NUMBER	PER CENT	NUMBER	PER CENT
Agriculture	14	6.1	33	14.6
Artisan	..	....	36	16.0
Business Executives	72	31.6	..	....
City and Federal Employees	..	....	3	1.4
Clerical	25	11.0	7	3.1
Manual Labor	8	3.5	..	....
Merchants	9	4.0	..	....
Middle men and office workers	..	....	35	15.5
Professional	62	27.2	6	2.9
Proprietors of small businesses	5	2.1	..	....
Trade and manufacture	..	....	30	13.3
Transportation	..	....	12	5.5
Unclassified and dead	33	14.5	63	27.7
Total	228	100.0	225	100.0

The conclusions to be drawn from these varied data, in so far as they may be considered typical of private and public schools in general, may be summed up in a paragraph by Counts as follows:[18]

> The differences between the public high school and these private secondary schools are actually greater than statistics indicate. In all probability, for example, there is an important average difference between the managerial service represented in the two types of schools. Fathers engaged in these occupations who send their children to the private school hold positions somewhat superior as a rule to those held by fathers similarly classed who send their children to the public schools. Many of those representing the managerial occupations in the high school are foremen while this grade is prac-

[16] BACHELDER, N. H. "Annual Report of the Head Master." Windsor Connecticut: The Loomis Institute, 1926, p. 10.
[17] NEUZIL, *op. cit.*, p. 52.
[18] *Op. cit.*, p. 140.

tically absent in the private school. The same may be said of each of the remaining occupational groups, when examined in the concrete.

Elimination

Table XXXVII presents data on the elimination of boys in certain private schools. These data were obtained by comparing the catalogue lists of boys in the years indicated, disregarding those boys who graduated.

Dean Academy eliminated 46 per cent of its boys after one year; Chestnut Hill, 31 per cent; Brown and Nichols, 28 per cent; Blake, 26 per cent; Exeter, 25 per cent; Lawrenceville, 19 per cent; Gilman, 15 per cent; and Middlesex but 9 per cent. After two years Swarthmore had eliminated 56 per cent of its former student body; Blair, 52 per cent; Pawling, 40 per cent; St. George's, 21 per cent; and St. Mark's but 8 per cent. Groton had eliminated but 16 per cent after three years, and half of the Taft boys had remained four years. Of this particular group the Church Schools show the best retentive power.

Three other bits of information are available—at Bordentown in 1925–1926, out of 202 boys, 117, or 58 per cent, were in the second year of residence or more; of twenty-seven boys at Lake Forest in the First Class in 1919–1920 but three remained in the Senior Class in 1923–1924; 89 per cent were eliminated in four years. At Lawrenceville, out of forty-nine boys in the entering class in 1921, twenty, or 40 per cent remained in the fall of 1925—an elimination of 60 per cent in four years.

There is one piece of positive evidence as to the reasons for elimination in schools of this type. Table XXXVIII gives the causes of withdrawal of George School students in the years indicated.[19]

These reasons seem natural and are accepted as typical in the absence of information from other schools. From the writer's knowledge of the larger boarding schools, he would say that failure to do the work required is the most frequent cause of

[19] George School Survey, *op. cit.*, p. 18.

TABLE XXXVII

ELIMINATION OF STUDENTS IN CERTAIN PRIVATE SCHOOLS*

SCHOOL	1921–22	1922–23	1923–24	1924–25	1925–26	PER CENT ELIMINATED	NO. OF YEARS
Blair	....	136	....	65	....	52	2
Blake	....	....	....	102	78	26	1
Brown-Nichols	....	....	....	127	91	28	1
Chestnut Hill	....	....	....	124	85	31	1
Dean	....	....	....	300	162	46	1
Exeter	....	....	....	460	344	25	1
Gilman	....	....	....	274	233	15	1
Groton	....	90	....	....	76	16	3
Lawrenceville	....	....	....	431	349	19	1
Middlesex	....	....	....	130	118	9	1
Pawling	....	....	72	....	43	40	2
St. George's	....	110	....	87	....	21	2
St. Mark's	....	127	....	117	....	8	2
Swarthmore	80	....	35	....	....	56	2
Taft	82	....	....	....	40	51	4

* Table XXXVII is to be read as follows: at Blair Academy, of 136 boys whose names appeared in the catalogue for the year 1922–1923, and who might have been expected to be in school in 1924–1925, sixty-five remained, an elimination of 52 per cent in the two-year interval.

elimination, and misconduct the next. In general the stricter a school is in its original selection, whether by examination or other methods, the less is the elimination, except for the two reasons given above. The comparatively small elimination in such schools as Gilman, Groton, Middlesex and St. Mark's—all with rather careful methods of selection—would seem to indicate this fact. Granting equal care in selection, however, the method of control in the school would affect the elimination. Some schools exercise a very careful oversight of each boy to prevent elimination through the boy's own indifference or carelessness; others adopt a less paternal attitude and allow much greater freedom. In schools of the latter type, the boys succeed or fail as the result of their own unaided efforts, therefore, many careless individuals are eliminated. In view of the mental ability of the boys as shown in intelligence tests, there may justly be assumed more than a casual connection between the elimination of the pupils and a lack of professional preparation on the part of the teachers.

The average elimination after one year in the schools studied is 25 per cent, which is stated to be relatively high as compared with public high schools and much higher than in the best high schools.[20]

TABLE XXXVIII

CAUSES OF WITHDRAWAL FROM THE GEORGE SCHOOL, 1919–1923

CAUSES	YEARS 1919–20	1920–21	1921–22	1922–23	TOTAL
Progress unsatisfactory	44	24	32	32	132
Sickness	18	18	17	8	61
Homesick or unhappy	5	5	3	1	14
Needed at home	5	4	1	0	10
Change in home conditions	3	4	4	6	17
Financial	1	11	3	5	20
Course completed	8	8	11	7	34
To enter college without graduation	6	6	8	6	26
To enter business college	1	1	0	0	2
Miscellaneous and unknown	4	0	4	0	8
Total	95	81	83	65	324
Total enrollment	270	262	280	294	
Per cent of withdrawals	35.5	39.2	29.6	22.1	

[20] *Ibid.*, pp. 16–17.

Intentions of Private School Boys for the Future

The writer made a study of the future intentions of 514 boys in the Lawrenceville school during the years 1921 to 1924. All of these boys intended to enter college, and, of the total, 198, or 38 per cent, intended to follow their father's occupation; 205, or 40 per cent, intended to enter a different occupation; and 111, or 22 per cent, were undecided as to their future career.

In forty-one cases the reason given was a chance open through the father's influence, or a desire to follow in the father's footsteps; and in fifty-two other cases the boy was interested in his father's occupation. Forty-four additional boys mentioned an opportunity through friends or relatives. In the case of 144 boys, or 28 per cent of the total number, parental influence was traceable.

In the majority of cases where a change from the paternal occupation was contemplated, the reasons were specific; and included such factors as interest, talent along specific lines, or a start possible through friends. The ambitions of the boys fell into the groups in table XXXIX.

TABLE XXXIX

INTENTIONS FOR THE FUTURE OF 418 LAWRENCEVILLE BOYS, 1921–1924

VOCATION	NUMBER CHOOSING THE VOCATION
Engineering	163
Business	70
Law	44
Manufacturing	35
Medicine	30
Banking	20
Architecture	15
Agriculture	10
Building	6
Mineralogy	5
Diplomacy	4
Army or Navy	3
Publishing	3
Ministry	3
Writing	3
Acting	3
Teaching	1
Total	418

The classification used is different from that of Table XXXV for greater clarity. The total is larger than the total number giving specific choices, since, if a boy gave an alternative choice, it was counted twice. It is apparent that Lawrenceville boys intend to follow much the same occupations as their fathers. They were asked the reason for their choice; and without going into the details, it may be said that their reasons were sensible. Seventy boys wanted to enter business; and, in most cases, the business was specified. Twenty had ambitions toward banking or brokerage, and thirty toward medicine. It is worthy of note that 163 boys intended to study engineering, although only twenty-two of the fathers were listed as engineers. The explanation seems to be that many who study engineering in college get into other connected vocations as their interests develop and broaden.

A consideration of why these boys chose certain vocations is interesting. Thirty-three frankly mentioned the desire for money, and 144 a chance through their parents or relatives. Interest in the given vocation was the reason of 133 boys. In twenty cases the father desired the son to enter a given occupation; and this desire was undoubtedly present, though unexpressed, in many other instances. Only fifteen mentioned reasons which might be considered as altruistic.

At the George School 89.4 per cent of 276 boys and girls expected to finish their course there, and 55 per cent expected to go to college. Fifteen per cent had not decided on anything beyond that particular school. Ten per cent planned to enter professions requiring normal school training or training of academic and professional character. Seven per cent planned to enter business, half with further preparation and half direct from the school.[21]

At St. Ambrose College High School, of 219 boys, 85 per cent expected to finish their secondary course, 43 per cent intended to go to college, 35 per cent did not, and 22 per cent were uncertain. One hundred and seventeen were uncertain as to their future vocation; ninety-four had definite ideas as follows: law,

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[21] *Ibid.*, pp. 16–17.

fourteen; engineering, twelve; accounting, nine; farming, nine; medicine, eight; ministry, eight; salesmanship and business, seven; architecture, three; mechanic trades, three.[22]

The above three schools represent three typical levels of private schools; the essentially college preparatory, the semi-college preparatory, and the parochial. Counts' study shows that in the high schools of Bridgeport, Conn., St. Louis, Mo., Mt. Vernon, N. Y., and Seattle, Wash., the future intentions of the boys by percentages were as follows: college, 57.8 per cent; undecided, 16.2 per cent; work, 10.5 per cent; clerical service, 4 per cent; commercial service, 3.3 per cent; industrial service, 3.2 per cent; other schools, 3.2 per cent; professional service, 1 per cent; all others, 8 per cent.

It is realized, of course, that preferences expressed in high school are not necessarily final. No doubt, many will change their minds or be unable to carry out their intentions. Nevertheless, it seems fair to infer that boys in private schools will occupy some of the higher places in the professional, business, and industrial world of the next generation whether or not this may be attributed specifically to training in private schools.

There is little evidence of any constructive work in private schools in vocational guidance, but it would seem a problem worthy of attention. It is vital to those not going to college and would, perhaps, lead to some fruitful thinking along vocational lines previous to the present sudden awakening during the senior year of college that the following year means earning one's livelihood.

Other Data

At Lawrenceville, in 1924–1925, 133 out of 556 boys had had relatives in the school. In thirty-two cases the father had attended; in forty-five, an uncle; in sixty-three a brother; and in eighty, a cousin. In the Brooklyn Polytechnic School in 1925 there were seventeen grandsons and fifty sons. At St. Paul's in 1925, out of 412 boys, 115 were sons of alumni, seventy-

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[22] Neuzil., *op. cit.*, p. 62.
[23] *Op. cit.*, p. 82.

three were brothers, and thirteen were grandsons. It is probable that a similar condition of affairs exists in the other older schools. This desire of alumni to have their sons and relatives attend their old school is a great source of strength so long as the school does not allow sentiment to be mixed with weakness in retaining incompetent boys simply because of their relationship to a former student.

The Rector of St. Paul's School speaks of the problems of inbreeding in one of his annual reports. In 1920 there were sixteen hundred names on the waiting list of St. Paul's. He urges the fulfillment of the accepted contracts, but suggests a break from the old system of admitting boys strictly in order of application. His plan is to welcome all sons of alumni who can qualify for admission, amounting to about twenty-five places a year; but to allot the remaining vacancies on a frankly competitive basis.[24] The situation is much the same at Groton; admission by priority of application with a few places open by competitive examination. The President of the Lawrenceville Alumni Association writes that the slogan "Never refuse a boy recommended by an Alumnus" has brought a tremendous enrollment, and that applications should be filed ahead.[25] Evidently Lawrenceville will soon face the same problem of limitation that confronts the Church Schools.

It should not be thought because a few of the larger and better schools have to consider limiting their enrollment that all private schools are in the same enviable position. Though in general private schools have no difficulty in filling to capacity, there are those who find it a problem.

It has been stated that broken homes are one reason for attendance at private schools. This is a personal impression based on experience and by conversations with other private school teachers. The only statistical evidence is from the George School which in 1923 reported that in the case of 27.9 per cent of 199 pupils, one or both parents were dead. A study of

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[24] DRURY, S. S. "Annual Report of the Rector." Concord, New Hampshire: St. Paul's School, 1921, p. 14.

[25] The Lawrenceville School Alumni Bulletin. Lawrenceville, New Jersey: May, 1924, p. 14.

the home life of the same school over a period of four years, showed that broken home life increased from 22 to 30 per cent.[26]

The same survey showed that of 276 students 91.3 per cent were native born of native parents.[27] Counts' study showed 87.3 per cent of American parentage at Exeter and at the University of Chicago High School.[28] At St. Ambrose High School, 72.1 per cent were of American parentage. Otherwise no data are available on this point, except that 2 per cent of the population of the 116 schools studied in the first part of this chapter came from outside the United States.

II. FACULTY

Education

Table XL shows the degrees held by men teaching in 212 non-Catholic private schools of all types in all sections of the country, except in the Northwest. In no case is more than one degree counted. Under the general headings of "doctors" are included Ph.D., D.D.,[29] and D.S.T.; under "masters" are included such degrees as M.A., M.S., Pd.M., Ed.M.; and under "bachelors" are included such degrees as A.B., Ph.B., B.S., B.P.E., B.D., Mus.B., et cetera. Fifty degrees such as Litt.D., L.H.D., LL.D., and others of the honorary type are disregarded. Percentages are calculated in order to give a more accurate picture.

It will be noted that 86 per cent of these 2,607 men hold the bachelor's or higher degree. Four per cent are Doctors of Philosophy or the equivalent, 21 per cent hold the master's degree, and 61 per cent have a bachelor's degree. It is evident that their general educational background is high. The Pacific Coast states have the greatest percentage of teachers with no degrees, the Southwestern next, and the New England States

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[26] George School Survey, *op. cit.*, p. 15.
[27] *Ibid.*, p. 14.
[28] *Op. cit.*, p. 139.
[29] Although the degree D. D. may be honorary, it is here included as an earned and not an honorary degree.

the smallest. The Middle Atlantic States have slightly higher percentage of teachers with the master's and doctor's degrees than do the other sections of the country, and rank next to the lowest in the percentage of those with no degrees.

TABLE XL

PERCENTAGES OF DOCTOR'S, MASTER'S, AND BACHELOR'S DEGREES HELD BY MEN IN 212 PRIVATE SCHOOLS ADMITTING BOYS

SECTION OF COUNTRY	DEGREE			
	DOCTORS	MASTERS	BACHELORS	NONE
New England	3	24	64	9
Southern	3	17	65	15
Middle Atlantic	4	26	58	12
North Central	5	22	57	16
Southwest	3	17	62	18
Pacific Coast	3	17	58	22
Total percentage	4	21	61	14

A rough tabulation was made of the subjects taught by teachers with no degrees. Of 345 individuals, 25 per cent are teachers of music, 20 per cent are coaches or physical training instructors, 11 per cent are manual training instructors, and 8 per cent are military instructors. Thus, of those holding no degree 64 per cent are engaged in teaching the non-academic subjects. Although women teachers are found in coeducational schools, the number is small, so they are omitted from this discussion.

Table XLI shows the percentage of two hundred headmasters holding the various degrees. The headmasters of all the schools studied have at least the bachelor's degree, and 61 per cent have either the doctor's or master's. In addition many have such honorary degrees as Litt.D., L.L.D., and L.H.D. Headmasters of private schools show an even better educational background than their teachers.

The conclusion to be drawn is that men who teach in private secondary schools admitting boys are a well prepared group in their chosen subjects. The most significant fact is that there is little evidence of any professional training in the scientific study of education. Since a professional degree or any indica-

tion of professional training is rarely mentioned in the catalogues of these schools, its absence may be fairly assumed. It seems highly improbable that publicity documents, intended to present the schools in as favorable a light as possible, would overlook such an appeal to parents if it could be truthfully used.

TABLE XLI

PERCENTAGES OF DOCTOR'S, MASTER'S, AND BACHELOR'S DEGREES HELD BY THE HEADMASTERS OF TWO HUNDRED PRIVATE SCHOOLS ADMITTING BOY

SECTION OF COUNTRY	DEGREES		
	DOCTORS	MASTERS	BACHELORS
New England	14	40	46
Middle Atlantic	28	43	29
Southern	26	16	58
North Central	19	47	34
Southwestern	18	64	18
Pacific Coast	11	44	45
Total percentage	19	42	39

Experience and Professional Training

There is little printed information showing the previous experience or the professional training of private school teachers. An attempt was made to compile such data from information in catalogues but had to be abandoned; the scattering details available could not be made statistically comparable. What follows is a subjective estimate from the catalogues and a reasonably broad personal acquaintance among private school teachers.

The teaching personnel of the larger boarding schools is recruited from successful teachers in other private schools and from the colleges direct. There is little or no emphasis placed on specific knowledge of educational methodology, but great stress on ability to control the pupils, to get on well with them in the necessarily intimate life of a boarding school, and particularly on the ability to impart that specialized information necessary to enable the boys to pass the college examinations. The men in these schools who have taken advanced work in their special fields is large, but those having pursued definite courses in education is small. There is some evidence, however,

of an increasing interest in professional work on the part of the younger men.

The average boarding school teacher changes positions fairly often in his earlier days; but, if he remains in such schools, finally finds his niche as a housemaster, a head of department, or some similar responsible position, with a reasonable assurance of life tenure. The poorer teachers drift from place to place, either securing positions ultimately in the smaller schools or leaving the profession altogether. The more forceful and energetic become headmasters of small schools; or, in a few cases, of the larger. Younger men often teach a few years, then take graduate work in their chosen field and secure college positions. A few leave to enter business. Teachers who have had public school experience are comparatively rare in the larger boarding schools.

The teaching force of the smaller boarding schools has been indicated. The headmaster is often superior to the ordinary teacher, but because of the exigencies of his position he must often surround himself with inferior men. It is frequently true, however, that there are a few really superior men in small schools who, apparently from inertia, make no effort to better themselves.

In the day schools, much the same condition of affairs exists as in those of the boarding type with the exception that more of the teachers have had both public and private school experience, and more take professional courses in their leisure time. Occasionally the better men from these schools take headships of departments or head masterships in the boarding schools. Many of the country day schools are very progressive, so their teachers obtain professional training in nearby schools of education. Women in such schools are often normal school graduates, and the men attend schools of education either in the evening or in the summer.

In view of the large number of Catholic schools it is interesting to note the insistence on teacher training both during the novi tiate and after. The elementary teachers take two years at least of normal training, often supplemented by teachers' institutes or summer schools. The stated attitude of Catholic educators towards more adequate professional training is one of sympathy,

not only toward attendance in Catholic institutions, but in other colleges and universities. The brotherhoods follow the same system of teacher training as the sisterhoods, the high school teachers preparing for their work by taking college degrees, and many pursuing advanced work in education.[30]

The greatest need in private schools today, in the writer's opinion, is a more complete professionalization of the teaching force. The remark of the Survey Committee of the George School summarizes the general condition of the private schools:

> It is a strong faculty from the standpoint of personal and social qualities and of college preparation in subject matter. It is weak as a whole in professional training for teaching. As a faculty it represents the best standards of a quarter of a century ago—high personal qualities and graduation from various standard colleges with major interests in one or two academic fields of knowledge.[31]

Length of Service

Table XLII shows the length of service of teachers in twenty-seven private schools admitting boys.

The data were gathered from the 1924–1925 or 1925–1926 catalogues and represent a good sampling of the non-Catholic boarding and better known day schools.

A large turnover is apparent since 48 per cent have served in the same school less than five years. After the initial sifting process is over, those that remain form the permanent staff. Of the 592 teachers, 21 per cent have been with the school mentioned from five to nine years, 9 per cent from ten to fourteen years, and 8 per cent from fifteen to nineteen years. Those having been with the same school more than twenty years, number 81, or 14 per cent.

The median length of service in these particular schools is five years. Calculations from a list of teachers in the Gilbert School over a period of thirty years give a median length of service of

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[30] Catechism of Catholic Education. Washington: Bureau of Education, National Catholic Welfare Conference, 1922, pp. 30–35.

3.1 years. At Lawrenceville, in the twenty-five-year period from 1900 to 1925 the median length of service was but 1.4 years, due partly to a change of administration and partly to a large increase in the faculty to meet the expansion of the school. At the George School in 1923 the median number of years spent at the school by the teachers then in service was four.[31]

TABLE XLII

DISTRIBUTION OF TEACHERS IN TWENTY-SEVEN PRIVATE SCHOOLS BY YEARS OF SERVICE IN THE PARTICULAR SCHOOL*

SCHOOLS	YEARS									
	0–4	5–9	10–14	15–19	20–24	25–29	30–39	40–49	50–59	TOTAL
Albany	12	6	..	1	1	..	1	2	..	23
Andover	10	12	2	10	4	1	7	1	..	47
Baylor	9	3	1	..	..	..	..	..	..	13
Branham-Hughes	7	2	1	..	..	..	..	..	..	10
Brown-Nichols	4	5	3	1	..	1	..	1	..	15
Brunswick	3	2	1	..	2	..	..	..	..	8
Cazenovia	11	5	2	..	..	1	..	..	..	19
Exeter	9	12	8	5	4	6	2	1	..	47
Germantown Friends	15	9	9	5	2	2	1	..	..	43
Gilbert	13	6	..	2	1	..	..	..	..	22
Hebron	7	1	..	2	..	..	..	..	..	10
Hill	18	7	4	8	5	2	1	1	..	46
Holderness	7	..	..	..	..	..	..	..	..	7
Kemper	13	12	3	3	1	2	..	..	1	35
Kimball Union	13	..	..	..	1	1	1	..	..	16
Lawrenceville	34	6	2	3	1	2	3	..	..	51
Loomis	11	6	1	..	..	..	..	..	..	18
Missouri Military Academy	10	2	2	..	..	..	..	..	..	14
Newark Academy	9	..	3	2	2	1	..	1	..	18
Nichols	13	3	..	1	..	..	1	..	..	18
Noble-Greenough	2	..	2	2	1	..	3	1	..	11
Roxbury	3	3	..	..	1	..	..	..	..	7
Roxbury Latin	1	5	3	..	2	..	1	..	..	12
St. John's (Kan)	4	3	2	..	..	..	..	..	..	9
San Diego	19	2	3	1	..	..	..	..	..	25
Wentworth	17	7	1	..	1	..	..	1	..	27
Williston	11	5	1	2	..	..	2	..	..	21
Total	285	124	54	48	29	19	23	9	1	592
Per cent	48	21	9	8	5	3	4	2	0	100

* Table to be read as follows: Twelve teachers at Albany Academy have served from no full years to four full years; six from five to nine years; etc.

[31] *Op. cit.*, pp. 29–30.

The catalogues of certain schools furnish data as to the changes in the instructional staff over various periods of years. The percentages were found by taking the names of teachers on the staff the first of the school years mentioned and noting the names that did not appear in the other school year. The results after one year follow.

School	Period	Per Cent Who Left
Adelphi	1925–7	19.3
Chestnut Hill	1925–7	31.6
Gilman	1924–6	14.3
Lawrenceville	1924–6	16.5
Montclair	1924–6	45.9
Nichols	1924–6	26.3
St. George's	1923–5	14.3

After two years the percentages in five schools are as follows:

School	Period	Per Cent Who Left
Blair	1922–5	33.3
Hotchkiss	1922–5	22.2
Kansas City Co. Day	1924–7	56.2
Swarthmore	1922–5	72.7
Wentworth	1923–6	30.7

In three years at Taft there was a turnover of but 19 per cent, while at McCallie it was 46.1 per cent. Pomfret lost 50 per cent of its masters in four years; Culver 57.1 per cent and Riverdale, 73.3 per cent in five years; St. Luke's, 71.4 per cent and Noble and Greenough, 36.3 per cent in six years.

No special inference can be drawn from these facts as conditions vary from year to year. A new administration coming in, unfortunate selections of new men in any one year; a number of factors may cause a large turnover.

Teaching Load

No facts as to the teaching load in private schools are available except for those contained in an unpublished survey of a large

boarding school made in 1923.[33] In that school the median number of classes was 19 per week with a median number of pupil-periods of 273. As compared with the 600–625 pupil-periods common in public schools, this number seems small, but it is compensated for by the other various and onerous duties incidental to boarding school life.

In boarding schools, as in all private schools except the Catholic parochial, great emphasis is placed on small classes to permit greater attention to the individual pupils. This calls for much outside work on the part of the masters. House duties, committee duties, the elaborate system of records necessary to enable the proper officials to keep in close touch with the individual boy, the unexpressed but virtual emphasis on each teacher's supervision of some activity, the lack of consecutive time in which to work, the noise and bustle of boys—all these put a severe strain on a teacher.

The energy and time necessary for the successful running of a house or a dormitory in boarding schools cannot be measured by any arbitrary system of pupil-hours or clock-hours spent. The duties of a housemaster and, to a lesser extent, an assistant housemaster, are exacting to a high degree and demand uncommon energy, administrative capacity, conscientiousness, character, and ability to deal with boys at a very difficult age. The nature of house duties is such that relatively little time can be taken from a man's tasks or the place where these tasks take place. Responsibility is constant and continuous from the beginning to the end of the school year; an occasional week-end per term or a half-day away is all that can be taken. Even then, for the housemaster, there is the fear that all may not be well in his absence. It is doubtful if any position in the educational world demands more of a man's energy, time, and concentration than that of a housemaster in a boys' boarding school.

Salaries and Tenure

Salary lists in public school systems are open for inspection

[33] Unpublished survey of the Lawrenceville School. Lawrenceville, New Jersey: 1923.

and tenure is definitely established under fixed regulations. There is nothing of this sort in private schools. Specific data simply cannot be secured. Dean Henry W. Holmes of the Harvard School of Education furnishes the following information as the result of an investigation made in 1923.[34]

Salaries provided in 1923 in a few preparatory schools of the highest type.

	Minimum	Maximum
School A	$1400 plus living (room, heat, light, board, laundry).	$3500 plus house rent, and free tuition of children.
School B	$1400 plus perquisites as above	$5000 plus home, heat, and light.
School C	$1400 plus perquisites as above.	$4000 plus living expenses, including board for master and his wife if she wants it.
School D	$1200 plus perquisites as above.	$5000 inclusive of home and board for man and wife. Furnished house rated at $750; board for two at $750; heat at $225.
School E	$1500–$1700 plus perquisites as above.	$5000 plus house, light, dinners, and some suppers.
School F	$1300 plus perquisites as above.	$3500 plus house, heat, light, telephone, gas for cooking, ice, laundry, dinners, and half of evening meals.
School G	$1500 plus perquisites as above.	$5000 plus quarters.
School H	No salary data furnished.	

The Secretary of the Association of Business Officers of Preparatory Schools secured the following results from a questionnaire:[35]

1. What arrangements are made with married and unmarried teachers who live in the school dormitories with regard to rent, board, repairs, light, laundry, etc.

Most schools provide rent, board, repairs, light and laundry. A few take exception to laundry, which master must have done outside. Two schools do not provide anything except to those masters living in dormitories

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[34] Personal letter dated August 15, 1926.

[35] Data furnished by J. I. Wendell, Secretary of the Association of Business Officers of Preparatory Schools, The Hill School, Pottstown, Pennsylvania.

2. What do you allow on income tax returns for masters' compensation other than salary?

Rate runs from $50 to $500 for married masters. Five schools make no allowances on returns. Rate usually dependent on the number of rooms in suites.

3. Where teachers live outside the school is their house rent free? Are they supplied with heat and light, and do you make any allowance for food?

It is the policy of most schools to provide rent free, or increase salary by allowance to take care of cost of rent, heat and light. Food is excepted in most cases of allowance for living costs.

4. Salaries.

(A) What is your average salary? $1800 to $3500. Mostly $2500 to $3000.

(B) What is the minimum salary at which you start a man with no experience? $900 to $1800. Mostly $1200 to $1500.

(C) What is maximum ? $3000 to $8000. Mostly $3000 to $5000.

5. Do you use forms or contracts covering masters' salaries? If you find a master so unsatisfactory that it results in his dismissal at any time throughout the year, what is your policy with respect to his salary for the balance of the year where he may be under contract either in writing or verbal form?

It is the policy of most of the schools not to use contracts in engaging masters. Where contracts are used, provision is made for release, with pay to stop at dismissal. Only one school pays a master his full year's salary at dismissal.

6. What method do you use with respect to annual faculty increases? Do masters understand that they can enjoy a fixed annual increase year after year to a given maximum?

Most schools have no definite method, each increase being dependent on the merits of a master's service. A few have a method of classifying masters on the basis of years of service with maximum salary rate for each class; fixed annual increases and ten per cent increases annually to a fixed maximum

Groton School has the most equitable policy in regard to salaries.[36]

The Committee of the Trustees concluded that the salaries must be so fixed that a first-class man who wanted to teach would not be dissuaded from selecting the school as his arena by limitations on his compensation there as compared with what he could eventually earn as a professor in a University.

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[36] Groton School Quarterly. Groton, Massachusetts: December, 1924, pp. 28–29.

It was ascertained that the normal maximum salary of a full professor at Harvard and Yale is $8000. It follows, therefore, that this is the compensation which must be matched if men of professional calibre are to be retained permanently at school without the exaction of a sacrifice which too often is borne by their wives and children.

One phase of the Committee's dealing with this situation is particularly interesting:

"QUALIFICATIONS. That in connection with the establishment of a maximum salary of $8000 the following statement of qualifications should be adopted, to govern not only the advancement of any master to the maximum salary, but also any increase which may be made hereafter in the salaries of masters generally.

(a) "Character and personality, sympathy with boys, and an abiding interest in their development and welfare. These are indispensable foundations of success in a teaching career, and at Groton they may be considered a *sine qua non.*

(b) "Proficiency in a chosen field of scholarship, and in the art of teaching it, combined with ability to inspire boys with a lasting interest therein.

(c) "Continued intellectual growth and development; comprehensive grasp of the major educational problems and of the latest developments in the chosen field; devotion of parts of vacation and sabbatical absences to study.

(d) "Increasing general usefulness and value to the school.

(e) "Length of service, but only when combined with the foregoing.

"It is the view of the Committee that only those should be considered for advancement to the maximum salary whose qualifications under (b) and (c) are outstanding."

The usual arrangement entered into between teachers and private schools is decidedly one-sided. If the data given above are typical, many schools give no contract and have no arrangement for tenure; the whole matter rests with the headmaster. Initial salaries are good; they have to be to get the man. Thereafter it is a matter of bargaining or of negotiating with other schools in order to use a higher salary offer as a threat. There is no evidence that the average headmaster often raises salaries of his own volition, especially after the median salary has been reached. In case a man takes on more duties or accepts heavier responsibilities, he may get a small increase; but seldom the amount due for the total work done. The private school teachers

need a scientific salary schedule, based on preparation, experience, duties acutally performed, and service actually rendered; not an arrangement based on barter and unethical professional practices.

Tenure in private schools is never secure. After five or ten year's sevice, a man is reasonably certain of retention; but he has no legal redress in case of unjust dismissal. Such cases are, fortunately, rare; but they do occur, and the headmaster is naturally supported by his trustees.

The Groton move is a step in the right direction,—a recognition of the fact that a teacher in a private school performs just as valuable a service, though of a different nature, as a college professor. The acceptance of a maximum salary commensurate with the service rendered, the establishment of a scientific salary schedule based on actual duties performed, and a legal assurance of tenure will go far toward more effective work on the part of teachers.

Retirement Provisions

The financial situation of masters in the highest type of private schools is well pictured in a Trustees' report on the pension system at Exeter.

> It is unfortunately true that a teacher who gives his entire life to the Academy, unless he has some means of his own, will probably find himself between 45 and 60 years of age with children, the expenses of whose education he will find it difficult if not impossible to meet and at the same time accumulate any savings for his wife and children in case of his death or which will enable him to retire from teaching at a suitable age.[37]

If this situation is true in such a school as Exeter, it is certainly no better, if as good, in other schools. The same report calls attention to the fact that to secure the right sort of men, there are three alternatives: continue the present scheme of making no provision for retirement funds, make the salaries large enough to enable the men to live, educate a family, and

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[37] Bulletin of Phillips Exeter Academy. Exeter, New Hampshire: January 1924, pp. 11–17.

save something, or provide some means of support in case of old age or breakdown.

Most schools have made no provision for retirement funds. If necessity demands some aid to a teacher at his retirement or to his family in case of death, pensions have been made or aid granted out of current income. This is a most unbusinesslike procedure. There is no certainty of aid for the teacher, since the matter depends on the whim of the school or its financial status at the particular time a master retires. There is a tendency to give pensions only to those who need them. Of two men whose service has been equal, one who has been improvident or extravagant or had unusual financial burdens may receive a pension; another, who by dint of sacrifice and watchful economy has built up a small competence, may not receive one. A premium is put on the careless handling of finances.

A pension system should assure a teacher the absolute certainty that, whatever his financial condition at the retiring age, he can rely on a fixed sum; and this certainty should be an understood part of his agreement with the school. Any other condition of affairs is a form of charity. Two forms of pensions are possible: first, an outright pension payable by the school out of general funds; or, second, some form of contributory pension by means of payments jointly by the teacher and the school to an insurance company which will pay annuities on retirement at a given age. The first form is not possible in most cases, since few schools have the funds to begin building up the necessary reserve, which, in the case of the larger institutions, would amount to ten or fifteen thousand dollars a year. This is especially true in the case of schools already paying pensions out of current funds to masters who have retired. The writer knows of one school which is paying out of current income over $15,000 a year; to double this in order to build up the reserve necessary for a scientific retirement plan simply could not be done —it would mean the entire tuition fees of more than twenty boys.

For the above and other reasons the few schools that have taken steps in the matter have turned to the third plan—that of taking out annuity policies in insurance companies under a contributory plan. This has the advantage of transferring the

financial details to a specialized concern and of making the matter a business proposition and not a charity. In 1922, twelve schools, including Adelphi Academy, Brooklyn Polytechnic, Groton, Horace Mann, and the Nichols School, had taken out policies in the Teachers' Insurance and Annuity Association of the Carnegie Foundation.[38] The Exeter report discusses in more detail than is possible here the cost of premiums, the financial conditions in that particular school which must be considered, and the form of pensions possible.

Except for this single report there is little information available as to conditions in the private schools. A questionnaire of the Association of Business Officers of Preparatory Schools asked whether the schools had any retiring scheme for masters.[39] Of the twenty-odd schools in the Association, five had an annuity plan and two let the masters understand they would be pensioned. The indefiniteness which characterizes the business dealings of private schools with their masters is evident in the latter case, "letting the masters understand they will be pensioned" is scarcely an equitable arrangement; certainly it gives the master no legal standing in case the school does not care to carry out its promise. Two schools paid part of the master's insurance premium.

Of twelve schools replying to a questionnaire sent out by the Harvard School of Education in 1923—some of which were probably included in the other questionnaire—three gave no information, one was connected with the Carnegie Foundation, the trustees of one school had committed themselves to the idea but had not worked out the details; the remaining seven had taken no definite action but were considering the matter.[40] The Hotchkiss School paper has the following to say on the subject:

> At a meeting of the Board of Trustees . . . the plan of the Teachers' Insurance and Annuity Association of America was definitely adopted for

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[38] *Ibid.*, p. 17.

[39] Information furnished by J. I. Wendell, Secretary of the Association of Business Officers of Preparatory Schools, The Hill School, Pottstown, Pennsylvania.

[40] Data furnished by Dean Henry W. Holmes, Harvard University, Cambridge, Massachusetts.

Hotchkiss masters and a Committee of the Trustees was authorized to put the plan into operation with the individual masters. $100,000 has already been appropriated from the Building and Endowment Fund for this purpose. $150,000 additional will be required to put the plan into full operation.[41]

The Lawrenceville School in 1926 entered into an arrangement with an insurance company whereby the school would deduct premiums from the master's salary and pay the company. This provides for no payments by the school, though there is a plan under consideration whereby the school will eventually contribute part of the premiums on this or another form of insurance.

The Headmaster of St. Mark's wrote in 1924:

At the last meeting of the Trustees, a special committee was appointed to report at the next meeting on the subject of retiring allowances for masters who have served the School for many years. . . . Even though there is no immediate prospect of the retiring of any one of your older friends on the Faculty, provision should be made in the near future to meet the need when it comes. The Trustees have already set aside the accumulation of the fund received from application fees, amounting to about $20,000, as the nucleus of a pension fund, and on receiving the final report of the Committee, will announce a pension plan.[42]

Leaves of Absence

In most private schools the question of sabbatical years or leaves of absence simply does not come up; in many cases the masters do not remain long enough, or the schools do not feel that they can afford it. If a man has rendered exceptionally long and devoted service, a leave is arranged for as an individual matter with no idea of policy involved. In other cases, especially in the larger boarding schools, leaves are given though usually under no definite plan; each case is handled on its individual merits. Of the twenty-odd schools represented in the Association of Business Officers of Preparatory Schools, only eight made any provision at all for sabbatical years or leaves of absence.[43]

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[41] Hotchkiss School Record. Lakeville, Connecticut; September 30, 1924.
[42] St. Mark's Alumni Bulletin. Southborough, Massachusetts: Volume IV, No. 1, December, 1924, p. 3.
[43] Questionnaire of the Association of Business Officers of Preparatory Schools, *op. cit.*

Since these schools represent the largest and wealthiest, it is fair to assume that the practice of granting sabbatical years is rare.

In these eight schools, the master must spend his time in improvement by study or travel. Only one school gives any additional compensation above salary in full, and some schools pay only a portion of the salary. The length of the leave varies from three months to a full year; in most cases the headmaster reserves the right to decide each particular case. There is a definite policy of granting sabbatical years at Andover, Exeter, Groton and St. Mark's. Other schools which are known to grant leaves of absence are Adelphi, Albany Academy, Hill, St. George's, St. Paul's and Williston. All signs point toward other schools adopting the policy as circumstances permit. The increasing interest on the part of the masters themselves in professional work will undoubtedly make them insist on the privilege, while the enlivening effect on the master's value to the school is being realized by the schools.

III. SUMMARY

The majority of boys in boarding schools come from within a reasonably short radius of the school, though in the larger schools the student body comes from all over the United States. It is assumed that the greater part of these boys attend private schools because, for one reason or another, the public schools are not entirely satisfactory to the parents. The aims of the private schools as expressed in their catalogues are taken to indicate what the parents want and what, in their opinion, the public schools do not give. These aims have already been indicated. An additional reason for desiring a boy to be in a private school, seldom expressed but probably important, is the association of the boy with others of a certain social class.

It is evident that the boys in these particular schools studied are possessed of a high degree of intelligence so far as this is measured by the tests used.

Age-grade information from three schools shows a considerable percentage of overageness.

Evidence from six schools shows a very high percentage of the

fathers engaged in occupations on the higher vocational levels. Three-quarters of them are professional men, proprietors, or in higher forms of managerial service. Since three different types of private schools are included, it may be inferred that they typify private schools as a whole. A study in one school indicates that the boys concerned intend to enter much the same occupations as their fathers.

The percentage of elimination in eight schools ranged from 9 per cent to 46 per cent in one year, the mean being 24 per cent. The mean percentage elimination in five other schools after two years was 34 per cent. In view of the careful selection exercised at entrance and the individual attention claimed to be given, this is relatively high.

There is evidence that the teachers in private schools are well prepared in their chosen subjects, but there is no evidence of any considerable amount of professional preparation. This fact coupled with the evidence of traditional aims makes a legal requirement for certification of private school teachers on the same basis as those in the public schools most desirable.

During their earlier years, private school teachers change about considerably from school to school, but after this selective process, they appear to find reasonably secure positions which involve increasing responsibilities as they grow older in service. In twenty-seven of the older and larger schools, 30.9 per cent of the teachers had been with the same school ten or more years.

The teaching load in boarding schools is about half that in the public schools, but is compensated for by the specially arduous duties involved in the supervision of boys for twenty-four hours a day for nine months of the year. Tenure is generally rather stable, though resting on no legal contract. Salaries are relatively high when the inclusion of special perquisites is considered, but are not computed on any scientific basis of duties actually performed. The amount of salary is seemingly a matter of barter and rests to a large extent on the sense of justice of the various headmasters. In few cases is there evidence of a contract which gives the master any legal standing.

A few of the larger schools permit leaves of absence or sabbatical years after a relatively long period of service. A few

more are installing scientific retirement systems. In general there is an increasing trend toward a recognition of the value of superior teachers in private schools and a more general inclination to better their living conditions.

In the larger schools especially, the teachers are of high calibre from the point of view of personal and social qualities. In spite of the confining nature of their duties, they have been able to make social contacts outside the profession. Many travel extensively both in this country and abroad. The majority engage in some gainful occupation in the summer, and the fact that this is done through necessity does not lessen the value of the wider point of view gained. Members of private school faculties are participants in all sorts of worthwhile activities; addresses to various educational, civic, and religious bodies, contributions to professional and literary publications, members of public school boards in their towns, and sharers in the various community enterprises.

VI

ORGANIZATION AND ADMINISTRATION

Information as to the organization and administration of private schools is exceedingly difficult to obtain. Because of their private character and influenced probably by the fact that reports on such confidential matters as finance are not required by the public educational authorities, private schools as a rule do not disseminate much information as to their methods of business or scholastic procedure. The Association of Business Officers of Preparatory Schools, however, which meets annually for discussions of common business problems, and the newly organized Research Bureau of the Secondary School Examination Board mark a new departure—a step toward cooperation and the mutual study of common problems.[1] School catalogues and articles in such publications as alumni bulletins give occasional hints as to practice, as do reports of headmasters to their boards of trustees, where available. In preparing this chapter all these sources have been used, supplemented by correspondence with headmasters and teachers. In the pages which follow no consideration is given to the proprietary schools, since they form a distinct class with an organization depending upon the needs of the moment. Neither is any attempt made to examine the organization and administration of secondary schools existing as parts of colleges, except as they fall naturally under some other classification as well. The larger non-proprietary schools, however, being more permanent and co-operative in character, furnish hints as to actual procedure and, in several cases, have attacked the theoretical side of the problem.

I. GENERAL ORGANIZATION

Since the majority of private schools are incorporated or chartered, and 73 per cent of 771 schools are known to fall in

[1] For the organization of this latter board see Lester, J. A. "A Bureau of Research for the Independent Secondary Schools." School and Society, 25: 344–346, March 19, 1927.

this class, the first phase of organization is obviously the relation of the corporation to the state. This has been treated at length in Chapter III where it is seen that the state has a certain though limited jurisdiction over these schools.

Composition and Size of Governing Boards.

The next consideration is the size and composition of the governing board. Most school catalogues give the names of the trustees or governing body of the corporation, and many give a clue as to the qualifications needed for election, so an intensive study of 174 catalogues was made.

TABLE XLIII

SIZE OF BOARD OF TRUSTEES OF 174 NON-CATHOLIC PRIVATE SCHOOLS IN ALL PARTS OF THE COUNTRY

NUMBER OF TRUSTEES	NUMBER OF SCHOOLS
3	2
4	1
5	10
6	4
7	13
8	3
9	9
10	8
11	8
12	9
13	14
14	11
15	11
16	7
17	6
18	7
19	3
20	9
21	6
22	3
23	1
24	9
25	3
Above 25	17
Total	174
Median	14

Table XLIII shows that there is no uniformity as to the size of boards; they range from three members in the case of Kent

and the local board of the Christchurch School to sixty in the case of the Westtown School. The median board has fourteen members, and the mode, or number of members occurring most frequently, is thirteen.

Of the better known schools, Kent has three trustees; Culver, Exeter, and Middlesex, seven; Loomis, eight; Lawrenceville, ten; Hotchkiss, Pomfret, and St. George's, eleven; Groton and Tome, twelve; Andover, St. Mark's, and St. Paul's, thirteen; and Hill and Milton, fifteen. In all these schools except Milton, the headmaster is a member of the board. There is a growing belief in public school administration that a small board, acting as a legislative committee of the whole on the advice of a paid professional executive, is more effective than a large board subdivided into smaller committees, performing both legislative and executive functions.[2] The small board of trustees, relatively speaking, is in favor among the larger and better known schools.

While in but one of the above schools is there any mention of the sub-committees of the board, in many of the others a list of standing committees is given. In thirty-eight cases an executive or prudential committee is mentioned; in thirty, a finance committee; in twenty-six, a committee on instruction; in seventeen, one on buildings and grounds; and in nine, an auditing committee. Others named one or more times are those on athletic affairs, health, insurance, investments, library, music, permanent endowment, publications, publicity, real estate, scholarships, student life, and visitation.

Relation of the Headmaster to the Board

The relation of the headmaster to the board of trustees is not clearly defined in the data at hand. In thirty-two cases out of 174 his name occurs in the list of trustees, apparently on a plane of equality with the other members. In eight other cases he is listed as secretary or clerk. In six cases he appears as an ex-officio member. In the larger schools he is mentioned more frequently as a member of the board than in the smaller schools. Since it is in the boards of the smaller schools that the greater

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[2] Cubberley, E. P. Public School Administration. Boston: Houghton Mifflin Company, 1922, Chapters IX–XI.

number of standing committees of an administrative or executive nature appear, the inference seems warranted that where the headmaster is considered a fixture, he is made a member of the board and entrusted with the executive duties. Where a comparatively frequent change of headmasters is a possibility, these duties appear to be carried on by board members. Continuity and consistency in executive action are necessary for the proper functioning of any organization, and the policy of the schools is apparently dependent on the conditioning factors making for this continuity or consistency of policy.

Alumni Trustees

In some schools definite provision is made that a certain number of trustees shall be alumni. This is true at Albany Academy, Collegiate School, Cazenovia Seminary, Genesee Wesleyan Seminary, Gilman, Lawrenceville, and Middlesex. The starring of the names of alumni members of the board occurring in the catalogues of Cushing Academy, Germantown Academy, Peddie, Wilbraham, and Worcester may be an indication of a similar policy, though it is not so apparent as in the case of the other schools named. At Pomfret and St. Mark's there are two classes of trustees, the regularly elected body, who may or may not be alumni, and a number of Associate Trustees. The publication in catalogues of the officers of alumni associations in close proximity to the boards of trustees may or may not have any significance. Alumni organizations of all schools have the same general purpose as that of the Noble and Greenough School, namely, "to perpetuate the pleasant memories . . . of school days, and to cooperate, as far as may be possible, in work for the welfare of the school." Therefore, it may be assumed that they have at least an indirect influence in the affairs of the school.

Advisory Boards

Several schools, among them the Beaver Country Day School, Belmont Hill, Derby Academy, Gunnery, Lake Placid, Montclair Academy, Oak Lane Country Day School, Park School of Buffalo, Swarthmore and Woodmere Academy, have educa-

tional advisory boards composed of prominent educators. Among the educators enumerated are ex-Dean Briggs of Harvard, J. H. Buckner of Johns Hopkins, Chancellor Chapin of the University of Buffalo, Dean Holmes of the Harvard Graduate School, Dr. Judd of Chicago, ex-Dean McClenahan of Princeton, President McConaughy of Wesleyan, Professor Agnes Rogers of Bryn Mawr, Professor Walters of Swarthmore, and Professor Ben D. Wood of Columbia.

Organization of Catholic Schools

The similarity of form of organization existing in the schools of particular denominations is seen clearly in the educational system of the Catholic Church—the most highly organized of all sectarian education. Catholic schools are organized on the diocesan plan, each diocese forming a separate unit of which the bishop is ex-officio head of school administration. Moreover, each diocese is autonomous, formulating its own laws, devising its own policies, and administering its own affairs without external interference. The bishops usually have a school board which performs functions analagous to those of a state department of public education. There is also a diocesan superintendent of schools. Two policies exist in the control of the high schools. In some cases a high school board similar to the diocesan school board has control of all high schools; in other dioceses, they are administered either by principals appointed by the bishop or by the religious community controlling the schools. There is no higher administrative unit than the diocese, but there is a Bureau of Education of the National Catholic Welfare Council with offices in Washington, having much the same relation to Catholic schools as that of the Federal Bureau of Education to the public schools.[3] There is also a Catholic Educational Association with sections similar to those of the National Education Association. Certain of the teaching congregations,—the Jesuits, the Franciscans, and the Benedictines,—have

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[3] "A Catechism of Catholic Education." Washington: Bureau of Education, National Catholic Welfare Conference, 1922, p. 218.

educational conferences, committees, or associations listed in the Directory of Catholic Schools and Colleges.[4]

The Secretary of the National Catholic Welfare Council gives the following information as to the classification of Catholic schools:[5]

> The term "Central" refers to an institution which is a senior high school open to pupils from two or more parishes. With this limitation the term "Central Catholic High School" includes: (1) Endowed schools; (2) Schools supported by the diocese, or by two or more parishes; (3) Schools conducted by a religous community and which have been allotted a territory by the Bishop and may be considered "official" Catholic High Schools for that territory; (4) Schools which, though connected with one parish, draw pupils from the surrounding parishes, and have been declared by the Bishop to be a central high school for the surrounding parishes.
>
> "Private" refers to an institution which is controlled by a religious order. The order decides on the rate of tuition to be charged, the courses to be offered, administrative procedures to be established, etc. In other words, in all matters except those which directly concern diocesan interests the word of the local superior of the religious order is final. The only exception in this class of institution is the so-called "Regional" High School which is referred to in class three in our discussion of the various classes of Central Catholic High Schools.
>
> The term "Parochial" means that the school is supported by a parish, but does not imply that it is free. Most parish high schools care for the students of the parish in which they are located. They are entirely under the control of the pastor. They receive outside pupils only as an accommodation to those parishes having no high school of their own. The tuition charged usually ranges from $30 to $60 per year.

Mention has been made of the teaching congregations. These are religious associations whose members teach in Catholic schools. The parochial and non-private Catholic schools are taught primarily by the female congregations, although the Brothers of Mary, the Brothers of the Sacred Heart, the Christian Brothers, and the Xaverian Brothers have a few such schools. The most prominent female congregations are, n order, the Sisters of St. Francis, The Sisters of St. Joseph, the

[4] Crowley, F. M. and Dunne, E. P. (Compiled by) Directory of Catholic Colleges and Schools. Washington: National Catholic Welfare Conference, Bureau of Education, 1926, pp. 499–500.

[5] Letter from Francis M. Crowley, Director of Bureau of Education, National Catholic Welfare Conference, Washington, D. C.

Sisters of Mercy, the Dominican Sisters, the Sisters of Notre Dame, the Sisters of the Immaculate Heart of Mary, and the Benedictine Sisters. The male congregations concern themselves more with the private Catholic schools, 63.6 per cent of their schools being of this type. All nineteen of the Benedictine Schools, thirty-seven of the thirty-nine Jesuit schools, thirty-seven of the sixty-six Christian Brothers' schools, and half of the Xaverian schools are private in the Catholic sense of the word.

None of the male orders teach girls or are in coeducational schools except in the rare cases where their members co-operate with the female orders in running a joint school. The reverse is not true, however, since the majority of the coeducational schools are conducted by the female orders. In all, fifty-three female orders and thirty-three male orders are listed in the Catholic Directory as teaching boys.

Mention should be made of two Catholic schools which do not fall in any of the above classifications except that they are given in the list of schools under the diocese in which they are located. These are the Canterbury School in Connecticut and the Newman School in New Jersey. Unlike other Catholic schools, their boards of trustees are not made up of members of any religious order, but of laymen. They are classified in the Catholic Directory as "lay" and their faculties are composed of lay teachers. These two are the only Catholic schools resembling the non-sectarian boarding schools.

Organization of Episcopal Church Schools

The National Council of the Protestant Episcopal Church has a Commission on Church Boarding and Day Schools functioning through its Department of Education. This commission, composed of the headmasters of prominent Episcopal schools, acts in an advisory capacity.[6] The majority of the Episcopal schools, though affiliated loosely with the diocese or province, have no organic connection with the church other than the fact that the Bishop of the diocese is on the board of trustees. In some dio-

[6] "Church Boarding Schools." Official Bulletins of the National Council of the Protestant Episcopal Church, Series of 1924, Bulletin No. 47. New York: Church Missions House, 1924.

ceses, however, there appears to be a certain school selected as more officially the school for Episcopalians; St. Paul's School, in Long Island, N.Y.; the Holderness School, in New Hampshire; and the St. Albans School, in Washington, D. C., are examples of this type. In Virginia, two boys' schools and three girls' schools are owned and operated by the Diocese of Virginia under its general officers acting in conjunction with a small local board for each school. Kent School and South Kent school resemble the Catholic schools in being under a religious order—the Order of the Holy Cross.

Organization of Presbyterian Schools

Although there are 61 institutions listed in the master table as being under Presbyterian influence, but one real secondary school—West Nottingham Academy in Maryland—is given in the list of institutions organically connected with the Presbyterian church in the United States or having by charter requirements or trustee or synodical enactment at least two-thirds of their boards of control members of this church. However, six colleges and two junior colleges come within this class; and one college and one junior college, though not connected with the church by any legal tie, are considered to be worthy of financial cooperation because of their history and associations with the life and work of the church.[7] The history and associations of the remaining schools listed as Presbyterian in the master table are such that they might receive financial aid if circumstances warranted such action. This church has adopted a liberal policy of financial aid to institutions under its influence in case of need. For example, in 1916 during the period of reorganization of Western Reserve Academy, the church accepted title to its property under certain conditions and aided it to reopen. When conditions improved in 1923, the church board turned its title over to an independent board of trustees.[8]

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[7] "Third Annual Report of the Board of Christian Education of the Presbyterian Church in the United States of America." Philadelphia: Board of Christian Education of the Presbyterian Church in the United States of America, 1926, pp. 152–153.

[8] "One Hundred Years of Western Reserve." Hudson, Ohio: The Western Reserve Academy, April, 1925, pp. 47–49.

Organization of Methodist Schools

Unlike most other denominations, the Methodist Episcopal Church South, owns and controls many of its educational institutions. Among these are twenty-seven junior colleges, twenty-five academies, and four mission schools, most of which contain boys in secondary grades.[9] A letter from the Secretary of the Board states that

> All the institutions in the list are literally owned and controlled by the Methodist Episcopal Church, South. The trustees are either nominated or confirmed by some governing body of that church. Of course, the legal title of the property in every case is vested in a Board of Trustees which holds the property in trust for the church.[10]

Not all Methodist schools in the South are of this type, however. The John H. Snead Seminary, for example, though founded under the authorization and patronage of the Alabama Annual Conference as Boaz Seminary, is now an independently conducted institution from the tone of its catalogue statements.

In the North, apparently, the Methodist schools are not owned by the general church body. Under the auspices of the various Conferences, though, schools have been established and have developed with varying methods of control, but in close connection with the church. Cazenovia Seminary has a board of twenty-one members, of whom nine are elected by the Conference, three by the alumni, and the remainder by the board. The Genesee Wesleyan Seminary is operated on the same plan, except that there is no provision for members other than the eighteen Conference and three Alumni trustees. The Wesley Collegiate Institute, in Delaware, has seventeen "ministerial" trustees and seventeen "lay". At Montpelier Seminary, in Vermont, there are seven trustees at large, four Conference trustees, and four Alumni trustees.

The connection at Kents Hill, Maine, is less close. A letter from the principal explains the situation in detail:

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[9] "Christian Education Magazine." Nashville, Tennessee: Board of Education, Methodist Episcopal Church, South, General Conference Number, May, 1926, p. 9.

[10] Letter from Dr. Stonewall Anderson, Secretary of the Board of Education, Methodist Episcopal Church, South.

We are incorporated independently under the laws of the State of Maine. Our charter requires that two-thirds of our trustees shall be members of the Methodist Episcopal Church and this constitutes our only organic connection with the church. The informal connections, however, which can be terminated at will by either party, bring us into rather close relationship. We introduced sometime ago in our by-laws a provision that eight of our trustees should be known as "Methodist Conference" trustees. Whenever a vacancy occurs among any of these eight we ask the Maine Methodist Conference to nominate three men of whom we offer to elect one. These may or not be clergymen, but they usually are; also they may or not be counted in the two-thirds rule mentioned above. . . .[11]

Further information in this letter speaks of certain funds distributed annually among schools and colleges recognizing a Methodist affiliation, and of a professional organization of the heads of these schools and colleges known as the "Methodist Educational Association".

Organization of Baptist Schools

It could not be ascertained from the data on Baptist schools whether any are actually owned by the general church body. A letter from the Secretary of the Educational Board of the Southern Baptist Convention states:[12]

Concerning the relation of our schools to our general Board, it is one of co-operation whereby we foster the interests of all our denominational schools and colleges. In most cases the schools are controlled by the boards of trustees.

The above would seem to indicate that the schools are not owned by the general church body. Some schools, however, are owned by individual State Conventions, as is seen in a letter from the principal of the Blue Ridge Mission School, in Virginia:

The teachers' salaries are paid by the Virginia Baptist State Mission Board. Tuition collected here is sent in to the Board, but of course, does not begin to reimburse the Board for the expenses incurred. . . .

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[11] Letter from Thomas W. Watkins, Principal of Kent's Hill Seminary, Kent's Hill, Maine.

[12] Letter from J. W. Cammack, Secretary of the Educational Board of the Southern Baptist Convention.

The Newton Institute, Alabama, was founded by the Baptist Church of Newton in 1898, and ten years later was turned over to the Alabama State Baptist Convention under which it was operated directly until 1920. In that year it was formally chartered and came under direct control of a board of trustees elected by the State Convention. Certain other Baptist institutions are apparently under the control of various State Conventions or associations of churches. At Fruitland Institute, three associations are represented on a board of twenty-seven members together with a representative of the Home Mission Board. Keystone Academy, a school of the Northern Baptist Convention, has different classes of trustees; eight are life trustees, four are corporation trustees, and there are fifteen in all from five different associations. The catalogue of the Locust Grove Institute states that the school is a member of the "Mercer System of Schools and Colleges" consisting of two colleges and four secondary schools. As such it is in organic cooperation with all the educational work of the Georgia Baptist Convention, though it is administered by a separate board of thirty-six members coming from thirteen different church associations.

Organization of Lutheran Schools

Catalogues from three Lutheran Schools were examined. Augustana College and Theological Seminary, which has a preparatory department, is owned and supported by the Evangelical Lutheran Augustana Synod of North America. Red Wing Seminary in Minnesota is owned by the Norwegian Lutheran Church. Minnesota College with its preparatory department is owned by the Lutheran Minnesota Conference of the Augustana Synod in North America and the control is vested in a board of directors elected by the Minnesota Conference.

Organization of Country Day Schools

Coming to the non-sectarian schools a large number of country day schools are found with varied types of organization. One is typified by the Kingswood Academy, Hartford, Conn., where the school is administered by a corporation consisting of all persons who have contributed not less than $100 to the funds of

the school. The members of the corporation number 116. From this number thirteen are elected to serve as a board of trustees; three for three years, five for two years, and five for one year. Four members of the board of trustees must be representatives of the Parent's Council. This form of corporation, or one similar, is frequent in the schools which serve, in a sense, as community schools. The Great Neck Preparatory School on Long Island has an organization of much the same type, as has Derby Academy in Massachusetts. Many of these schools have different sorts of parents' organizations listed along with the trustees, which seems to indicate that they have some advisory power at least. This community nature of some private schools is also indicated by the fact that at Albany Academy, the Mayor of the city and the Recorder are ex-officio trustees.

Semi-private Schools

Certain schools show the transitional stage between the independent academy and the public school. The dozen or more semi-private schools in New Hampshire are of this type. Pembroke Academy, for example, is described in the questionnaire as "semi-private, *i. e.*, private in control except for supervision by local superintendent Local scholars are educated under contract with the town of Pembroke for a lump sum averaging about $100 a pupil." The same condition of affairs exists in Maine. Calais Academy writes "ours is not a private school but an old Academy used as a high school, and managed by a joint board of Trustees and the City Board of Education". Two towns support the Aroostook Central Institute of Maine. A further stage in which pure public education has been reached is seen in the case of the former Smith Academy, now Hatfield High School, Massachusetts. The answer to the questionnaire states, "This school is now run as a public high school. The trustees lease the building to the school committee for one dollar a year. The change was due to the state law which prohibits placing public money under private control as was formerly done by the town paying money to the trustees for tuition." Punchard Academy, Andover, Mass., came under virtual public control some twenty-five years ago.

Other Schools

A curious survival of colonial days is seen in the membership of the Board of Trustees of Roxbury Latin School. It numbers thirteen, divided into three classes, namely: trustees ex-officiis, trustees for life, and trustees for five years. The first class includes the minister and the two oldest deacons in length of service of the "First Religious Society in Roxbury". The second class are elected by the trustees without restriction as to their choice. The third class are elected by the trustees from among the alumni, and are nominated by the alumni body.

Phillips Andover, according to its catalogue, "is not a private school, but an endowed academy, controlled by a Board of Trustees and administered under the written constitution of its founders"[13] Moreover, it is stated that:

> The government was placed in the hands of a self-perpetuating Board of Trustees. In order to prevent sectarianism and provincialism, it was specified that a majority of its members should be laymen, and that more than half must not be residents of the town in which the academy is located. The Trustees were hampered by no vexations or trivial restrictions, but were given sole authority over the institution. By the provisions of the Act of Incorporation, passed by the General Court, October 4, 1780, their number was fixed at never more than thirteen or less than seven. . . .[14]

Larger Boarding Schools

In considering the larger schools and those freer from affiliations outside the school itself, the findings of the Survey Board of a large Eastern boarding school are of interest.[15] It directed inquiries to eight of the most important boys' boarding schools in the East. It was found that in every case but one the headmaster was, subject to the board, in a position of ultimate authority and responsibility for the entire conduct of the school, —including the business management.

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[13] "Catalogue of Phillips Andover Academy." Andover, Massachusetts: Phillips Academy, 1925, p. 11.

[14] *Ibid.*, p. 12.

[15] "Survey Report to the Lawrenceville School." Lawrenceville, New Jersey: Unpublished Report by the Harvard Graduate School of Education, 1923.

In all the schools but one, the headmaster appointed the officer in charge of business affairs, determined his salary, and held him responsible. In general, in these schools, members of the board serve on various committees without pay. The finance committee works with the treasurer of the school, or the treasurer is a member of the committee. No salary is paid, but in one case an allowance was made for clerk-hire. In none of the schools had any member of the board any administrative authority or responsibility. The headmaster is, in general, a member of the board of trustees.

Rules for procedure in the organization and administration of schools of this type are deduced by this survey board from current practice in the business world, from these larger boarding schools, and from public school administration.[16] In its opinion the headmaster of a private school should be clothed with full executive authority and be recognized as the sole representative of the board in all matters pertaining to the educational and business management of the school. The election of the headmaster to membership on the board is customary and justifiable. The treasurer and secretary of the board are board, not school, officers; and, together with other members, should serve without pay. The duties of the board are similar to those of the board of directors in the business world, legislative not executive; so as a general practice, should not assume any executive or administrative function. The presence of numerous standing committees, other than an executive or finance committee, is unnecessary and undesirable. The list of committees actually existing in many schools shows that present practice in many small schools is to allow the executive functions proper to the headmaster to be usurped by the legislative body.

For the larger schools to have such an orginization as that recommended is certainly in accord with the principles of school and business administration. Another writer on the subject however, sets forth additional principles concerning the composition of the board by suggesting that part only be elected

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[16] *Ibid.*

for life, part for a term of years and the alumni have a fixed representation.[17]

It seems logical that the headmaster be a member of the board, but only, of course, during his occupancy of the position. The jurisdiction of the headmaster, subject to the approval of the board, over the appointment, duties, and dismissal of all employees, both business and scholastic, is necessary if one side of the organization is not to overshadow the other. It would seem, however, that there should be some recognized right of appeal to the board in case the headmaster exercises his authority in too arbitrary a manner. Such an organization as this implies a very definite understanding on the part of all concerned as to the specific aims of the school and as to the proper functions of both line and staff activities. It should relieve the headmaster of routine details with the consequent freedom to consider the larger aspects of administration.

In smaller schools it is doubtful if any such clear line of demarcation can be drawn between the duties of the trustees and the headmaster, or between the headmaster and his subordinates. The headmaster is not likely to be as permanent as in the larger schools. Continuity of policy is necessary, however, so it is natural for committees of the trustees to assume executive functions. Furthermore, the duties of the headmaster in regard to supervision and other phases of administrative and staff control cannot be so easily delegated owing to the small number in the faculty. Each school has to work out its own best method of administration in the light of its own peculiar conditions.

II. SERVICE DEPARTMENT

From a functional point of view there are three main divisions to the business or service department of a boys' school whether it be of the boarding or day type. These are: the purely business side, which cares for the receipts, disbursements, and accounts; the household side, which has to do with food and,

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[17] DRURY, S. S. Schoolmastering. New York: The Macmillan Company, 1926, pp. 251–255.

in the case of boarding students, the care of rooms; and the department of buildings and grounds, which attends to repairs and school property. A fourth division, of supreme importance in a boarding school, is the medical department. The first three are rather closely related to each other; the last is not related at all to the others from the point of view of organization, yet its function is to render service. All these exist for one end and one only—to assist in making the educational side of the school function more smoothly.

The complexity of the business organization depends obviously upon the size of the school. In such an institution as Phillips Exeter whose balance sheet for the fiscal year ending in August, 1925, showed a total of $3,395,901.33 there are numerous opportunities for waste.[18] The conduct of its affairs must be highly efficient to secure maximum results. Therefore, in the larger schools, a business organization as complex as in any enterprise involving a like capital is necessary.

Until recently methods of operation were extremely confidential matters. Many still are; but from school catalogues, reports of headmasters to trustees, reports of the meetings of the business officers, alumni bulletins, and conversations with teachers, valuable hints can be gained. It is from such sources that the information following is derived. A statistical presentation is impossible, as the data are too fragmentary. The schools discussed are all boarding schools, since it is felt that the clearest picture can be gained from these more complex organizations.

Business Organization of a Large Boarding School

A study of the business organization of the Lawrenceville School is valuable as a type for two reasons. Organized as it is on the "House" system, it is probably the most complex of any, and its present form is the result of recommendations made by a body of experts. A careful study of the existing organization was made in 1922–23 by Dean Henry W. Holmes, Professor

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[18] "Bulletin of the Phillips Exeter Academy." Exeter, New Hampshire: Phillips Academy, January, 1926, pp. 8–11.

Alexander Inglis, Professor J. G. Nichols, and Professor Roger Lee, all of Harvard University, resulting in fundamental changes in the articles of incorporation and form of organization. The present form is seen in the accompanying chart.

It is a pure type of line organization with each subordinate directly responsible to his immediate superior and to no one else. The Business Manager, appointed by the Board of Trustees on recommendation of the Headmaster, is responsible to him for the conduct of the business affairs of the school. He personally handles such matters as insurance, purchases other than those under the Superintendent of Supplies, business correspondence, and minor contracts, and receives for study and approval regular reports from his subordinates. He personally takes considerable responsibility for the buildings and grounds. He keeps the Headmaster informed as to the business side of the school, makes frequent written or oral reports, prepares the annual budget, and may be called upon by the Trustees for information and advice.

Lawrenceville has eleven distinct houses or household units, each with its own matron, and corps of servants, and a separate dining room. The entire responsibility rests with the Superintendent of Supplies, who hires all matrons and servants, directs them, purchases and distributes all supplies through a central storehouse, prepares the standard menu for all houses, and oversees the inspections of the various units. The masters in charge of each house are not only relieved from all responsibility of household details, but also are expressly prohibited from any participation therein.

The Superintendent of Accounts has charge of all accounting duties, the preparation, distribution, and collection of all bills to patrons, and the payment, when properly authorized, of all expenditures. He makes financial reports and handles the students' bank. The duties of the other departments under the Business Manager are too obvious to need explanation.[19]

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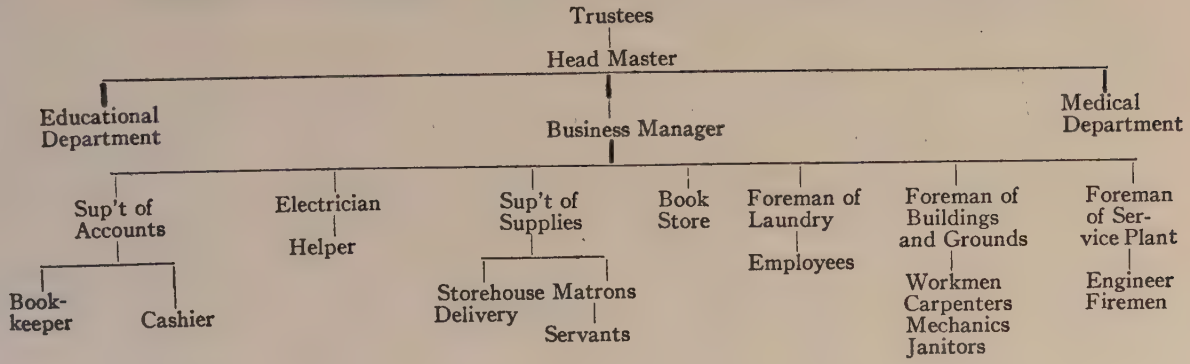
[19] EVANS, A. R. "The Business Side of Lawrenceville." Lawrenceville, New Jersey: The Lawrenceville School Alumni Bulletin, August, 1925, pp. 13–15.

CHART OF THE BUSINESS ORGANIZATION OF THE LAWRENCEVILLE SCHOOL



Practices in other schools are variants from this plan. All have similar problems, varying in complexity with the size of the school and the local conditions. An examination of a hundred boarding schools[20] yielded the following names for business officers: treasurer, purchasing agent, manager of service plant, dean of administration, business manager, and controller. Those in charge of housekeeping departments were called housemothers, matrons, housekeepers, stewards, quartermasters, commissary officers, and dietitians. Corresponding to the Superintendent of Accounts at Lawrenceville were office managers, bookkeepers, bursars, cashiers, treasurers, and secretaries. Some schools with farms have a separate official in charge of them.

Business Organization of a Small School

It has been shown that the boards of trustees in certain schools apparently assume executive functions. At Hebron Academy, Maine, for example, the fifteen trustees are organized into ten committees: executive, discipline and instruction, buildings and grounds, finance, library, art, cabinet, joint committee with prudential committee of Colby College, room inspection, examining. The only administrative officers named in the catalogue are the principal, the registrar, the matron, and two secretaries. It seems fair to infer that, in this case, less executive work is intrusted to school officers and more kept by the trustees, and this inference is confirmed by a letter from the principal. This condition of affairs, from the data at hand, seems very prevalent, especially in the smaller schools.

The Budget

An important duty of the Business Manager at Lawrenceville is the preparation of the annual budget. Every department of the school—staff, educational, and service—operates on the budget principle, and each prepares its annual estimate to be incorporated in the general budget reported to the trustees.

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[20] Throughout this chapter reference is made to one hundred schools studied intensively. For the list of such schools see Appendix C.

That the budget system is generally practiced cannot be proved, but it is accepted business procedure and is known to be in use at St. Paul's and Kent. The Bureau of Business Research of Harvard University made a study of seventy-eight boarding schools and fifty-nine day schools located in all sections of the country and including all types, boys', girls' and coeducational. Table XLIV presents the itemized percentage figures of the seventy-eight boarding schools reporting to the Bureau.[21]

TABLE XLIV

ITEMIZED PERCENTAGE FIGURES OF THE EXPENSES OF SEVENTY-EIGHT BOARDING SCHOOLS REPORTING TO THE HARVARD BUREAU OF BUSINESS RESEARCH

ITEM	COMMON FIGURES FOR 78 BOARDING SCHOOLS 1925–1926	
Academic Division	PER CENT	PER CENT
Teaching Salaries	21.9	
Other Academic Salaries	2.0	
Library	0.1	
Laboratory	0.15	
Prizes and Scholarships	0.85	
Other Academic Expenses	0.5	
Total Academic Expenses		25.5
Additional Studies Division:		
Salaries	4.0	
Other Additional Studies Expense	0.3	
Total Additional Studies Expenses		4.3

[21] "Operating Expenses of Private Schools for the Year 1925–1926." Bulletin No. 62, Bureau of Business Research, Harvard University, Cambridge, Massachusetts: Publication of the Graduate School of Business Administration, George F. Baker Foundation, Volume XIV, No. 3, May, 1927, pp. 24–25.

ITEM	COMMON FIGURES FOR 78 BOARDING SCHOOLS 1925–1926	
	PER CENT	PER CENT
Supplementary Activities Division:		
Salaries	1.4	
Infirmary	0.25	
Athletics	0.85	
Commencement	0.2	
Lectures	0.25	
Social Functions	0.25	
Other Supplementary Activities Expenses	0.3	
Total Supplementary Activities Expenses		3.5
Residence Division:		
Salaries and Wages	11.0	
Dining Room and Kitchen	15.8	
Dormitory	0.9	
Laundry	1.0	
Total Residence Expenses		28.7
Administration:		
Salaries and Wages	7.6	
School Transportation and Travel	0.6	
Office Supplies, Printing, Postage, Freight, etc	0.8	
Telephone and Telegraph	0.35	
Professional Services	0.25	
Publicity	1.6	
Insurance	0.85	
Taxes	1.1	
Losses from Bad Accounts	0.45	
Other Administration Expenses	1.0	
Total Administration Expenses		14.6

ITEM	COMMON FIGURES FOR 78 BOARDING SCHOOLS 1925-1926 PER CENT	PER CENT
Maintenance:		
Salaries and Wages	4.1	
Repairs	3.3	
Supplies	0.7	
Heat, Light, Power, and Water	4.8	
Depreciation	4.0	
Total Maintenance Expenses		16.9
Total Operating Expenses		93.5
Total Operating Gain		6.5
Application of Operating Gain:		
Interest on Borrowed Capital	2.5	
Rent, Provision for Income Taxes, and Dividends, Sharings, or Withdrawals	1.3	
Total Application of Operating Gain		3.8
Surplus for Year		2.7

Gifts and Endowments

The magnitude of the sums invested in some of these larger schools can be seen even from the scanty data available. The 1926 catalogue states that Dean Academy has an endowment fund of $300,000. Hebron Academy has $222,020.93.[22] The total gifts to Wyoming Seminary for building purposes and endowment amount to $599,083.02. Peddie has a building fund of $250,000, and in 1918 Tilton Seminary raised $300,000. The alumni of the Westtown School raised a fund of $225,000. Loomis Institute started in 1914 with an endowment of $2,300,000. The balance sheet of Exeter for the year ending August 31, 1925, showed assets of $3,395,901.33, of which $2,035,744.27 were real estate and equipment, and investments of $1,050,390.67. During that year gifts to the amount of $310,991.90 were received.[23] Assets on the balance sheet of the Gilman

[22] These data are from school catalogues unless otherwise noted.
[23] "Bulletin of the Phillips Exeter Academy." Exeter, New Hampshire: Phillips Academy, January, 1926, pp. 8–11.

School for the year ending June 30, 1925 were $503,746.95.[24] At St. Paul's School, Concord, N. H., there were trust funds of $2,424,457.46 in 1924. It cost $579,580.90 to run St. Paul's that year of which $244,298.11 was expended for food supplies, service, heat and light, etc.; $200,278.96 for salaries; $71,494.37 for repairs and renewals; and $2,380.80 for the chapel.[25] The condensed balance sheet of the Hill School, August 31, 1923, showed assets of $1,920,721.55 of which $1,771,206.67 was the book value of the real estate, buildings, and equipment. Salar es to masters and executives amounted to $163,963.25, wages to $78,901.99, food and supplies to $102,697.55.[26]

Hundreds of schools, of course, do not deal in any such figures; these few are quoted to show the size to which some schools have grown.

Drives for funds are continually in progress. Usually they are carried on by officers or committees of the school or alumni; the Hotchkiss campaign, however, was managed by a firm which makes a specialty of raising such funds.[27] At Lawrenceville two new buildings, a Lower School and an administration building, have been erected; the first by alumni contributions, the second by the Fathers' Association. Money is now being raised for the replacement of two dormitories, and other improvements are to come. Cazenovia Seminary is in the process of raising $500,000 for endowment and improvement.

Phillips Exeter has a "Christmas Fund" to which the parents of boys in school are invited to contribute annually, and which is used for various purposes for which the regular income is inadequate. As an example of the needs of one of the largest schools, Exeter's list is of interest; endowments for general purposes, for departmental books, pictures, and lectures, for a general lecture fund, for books for the library, for the purchase

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[24] "Annual Report of the Headmaster." Baltimore, Maryland: The Gilman School, 1926, p. 11.

[25] "Annual Report of the Rector." Concord, New Hampshire: St. Paul's School, 1924, pp. 23–32.

[26] "The Hill School Bulletin." Pottstown, Pennsylvania: October, 1923, pp. 15–17.

[27] "Hotchkiss School Record." Lakeville, Connecticut: The Hotchkiss School, April 27, 1926.

of pictures, art works, and for the planting of trees and shrubbery. Capital expenditures needed are a new central heating and lighting plant, building for Lantern Club and kindred activities, biology laboratory, outing club overnight cabin, addition to organ and to choir facilities, addition to Graduates' House, building and equipping of common rooms in yard dormitories, new trees, sun dial, and Exeter flags for public occasions.[28]

Of a hundred schools studied intensively, eighty-seven had lists of gifts varying from a small annual medal to the $4,000,000 bequest of Mr. James Lincoln Ellsworth to Western Reserve Academy. The needs outlined by Exeter are typical of the sixty-six different gifts found in one hundred schools.

Almost every non-proprietary school has been endowed to some extent. The story of Blair Academy, as given in its catalogue, is typical:

> Blair Academy had its origin in conditions that created the necessity fo a good school in the community. . . . The need of such a school was recognized by Mr. John I. Blair, and in 1847, with the co-operation of a few of his neighbors, he took the first steps toward the establishment of what promised to be a superior school for the community of Blairstown. . . . In 1850, Mr. Blair provided an additional building . . . other buildings and equipment were generously provided from time to time as conditions required. After Mr. John I. Blair's death in 1899, his son, Mr. DeWitt Clinton Blair, became the school's benefactor. He more than duplicated his father's generous gifts, bringing the Academy up to its present complete equipment in buildings, campus lake, and enlarged resources. . . . To secure permanent means to carry out his purpose, Mr. John I. Blair placed a liberal endowment in the care of the Directors. . . . The original endowment was later largely increased through generous gifts by Mr. DeWitt Clinton Blair.

Table XIII presents data as to the fee charged by non-Catholic boarding schools. The median price is $575; but there is a great difference in various parts of the country, varying from $335 in the South to $950 in New England. This does not by any means represent the entire cost A few schools apparently

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[28] "Bulletin of Phillips Exeter Academy." Exeter, New Hampshire: Phillips Academy, January, 1926, pp. 1–3.

endeavor to make the fee charged cover everything. An example of this type is the Rutgers Preparatory school whose catalogue reads:

> The fee for boarding students is $1150 a year. This includes tuition, and all minor fees for instruction; room, board, and plain washing; the Life Extension Institute medical examination, infirmary service in cases of short duration; maintenance of laboratory, library, gymnasium and social rooms; maintenance of student activities such as athletic teams, publications, and social functions; in fact, everything but personal expenses.
>
> It does not include any of the following: shirt and collar laundering, doctor's bills, express or telephone charges, breakage, books, stationery or athletic goods. The $25 deposited in September and again in February is usually sufficient to meet these expenses, and the balance is returned at the end of the year. It does not include tutoring nor any part of a boy's outfit.

The remainder quote a fee for tuition, board, and room with numerous extra charges. Among these charges the following are the most frequent: student activities; such as the athletic association, the school paper, and the Y. M. C. A.; laundry; laboratory fees; extra charge for a single room; diploma fee; extra courses such as music, art, vocational subjects, and infirmary. It is considered that these are outside the usual contract and are purely individual expenses.

Care of the Sick

The majority of schools maintain an infirmary, either a special building in the case of the larger, or a number of rooms in a building in the case of smaller schools. There is no uniformity whatever in regard to fees. The minority make no charge for short illnesses requiring only routine care. In case of operations, or the need of special nurses or specialists, of course, the parent pays. The majority charge from one to three dollars a day.

A short description should be given of what is probably the most elaborate medical system of any private school—that of Lawrenceville. Like so many other features of organization it is the direct result of the 1922–1923 survey. Professional and laboratory facilities were added to those existing at the time until now the department includes the full time services of two

physicians, four graduate nurses and a laboratory technician, additions and improvements to the infirmary, a doctor's office and waiting room, examining rooms, and a fully equipped modern laboratory. Emphasis has been placed on the preventive side of medicine by small-pox vaccination, inoculation against typhoid fever, the Schick test for diphtheria, and by thorough examinations of all boys—not a routine physical examination, but an intensive study of the boy's entire physical history and condition. A willingness to consult the medical authorities for even the most trifling ailments has been built up. The success of the method is seen by the fact that in one year the ratio of dispensary visits to infirmary admissions was raised from 10 to 1 to over 20 to 1. Extra food was given to undernourished boys in order that they might gain weight and build up resistance to disease.[29] This plan has been adopted at Hill and Hotchkiss and is being considered elsewhere. It represents a great advance both positively and negatively over the usual plan of having a school nurse to care for the boys and the calling in of private practitioners in case of need.

The Application Blank a Contract Between the Parent and the School

The signature of the application for entrance to the school constitutes a legal contract between the school and the parent for a full year. About the only point of uniformity in the schools studied is the insistence that if a boy is withdrawn or expelled, the parent is liable for the entire year, or such part as was named in the application blank. The reason given is that the presence of a boy in school prevents the place being filled by another and that the school must meet its contractual obligations to teachers and others whether a given boy is present or not. In case of withdrawal for illness, however, or for protracted illness, most schools remit some portion of the tuition. This financial responsibility for the year in case of expulsion has been held valid by the courts in several test cases, the latest of which

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[29] GUTHRIE, C. G. "Health Supervision at Lawrenceville." Boston: Private School News, Volume I, No. 4, September, 1925.

involved the expulsion of a girl because of a secret marriage.[30]

Reductions in the fee are infrequent. Fourteen schools make a reduction for the sons of ministers or for ministerial students, eight for two or more members of the same family, and three for the sons of Army or Navy officers.

Dormitory Organization

It is impossible to distinguish between those schools which have a consciously planned policy of groups of boys living together in what is known as the "House" system, and those which make use of the small groups in houses as an expedient pending the building of dormitories. It exists in its purest form at Lawrenceville and is described as follows in Sargent's "Handbook of Private Schools":[31]

> The boys below the upper form occupy separate houses, each presided over by a master and his wife, assisted by an unmarried master. Every house is a home unit, and there are inter-house instead of inter-class contests in athletics. The effect of this system has been to preserve and foster individuality, a problem difficult to attain otherwise in an institution containing five hundred boys.

Baylor, Choate, Middlesex, Rutgers, and Texas Military Academy are among those which have more or less consciously adopted the system, though in these schools a common dining room rather than a separate dining room in each house is the rule.

The majority of the schools have one or more large dormitories, and smaller houses for those boys who cannot be accommodated in the dormitories. The plan used depends on varying circumstances; the number of boys, the number of married masters for whom accommodations must be found, or the ability of the school to build new houses. In thirty-nine cases mention is made of a separate building for the younger boys of the school. Andover probably furnishes the greatest variety

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[30] "Private School News." Boston, Massachusetts: Volume III, No. 2, March, 1927, p. 3.

[31] SARGENT, P. Handbook of American Private Schools. Boston: Porter Sargent, 1926, p. 150.

of rooming accommodations with its dormitories, faculty houses, and private houses.

Since but eleven of the schools mention care of the rooms by the boys, it may be assumed that the general policy of the larger schools is to hire servants. In some cases, the work is done by the boys for the sake of the training involved, in others to lower the expense.

The Kent School is well known for its policy of having the boys do all the work possible around the school. This self-help system, according to Father Sill, the Headmaster, grew up by natural evolution from the needs of the school. An accidental lack of servants when the school opened forced the first scholars to wait on themselves, and the practice was continued. Father Sill says, "By self-help we mean that all in the school, masters, boys, and all who are with us, are to do all in their power to help themselves in the daily routine work of life." The plan centers around three prefects and ten upper classmen who assign and inspect both the permanent and temporary jobs. Everything about the school except work done by twenty or twenty-five paid helpers for the farm, laundry, kitchen, pantry, and general household work, is done by the boys. In 1920 it was estimated that self-help represented the interest on an endowment of $400,000 at four per cent, not to speak of its educational value.[32]

This scheme enables the school to charge an average fee, meaning that some pay more that others may pay less. The Business Manager of the school, in a meeting of the Business Officers of Preparatory Schools in 1924, said that each parent is asked what he can pay, up to $1500. If the total amount promised is not sufficient for the budget, an extra sum is asked. It makes no difference what a boy pays; all work, and no one knows how much the other pays.

Some Problems of Business Administration

The topics discussed at the annual meetings of the Association

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[32] SILL, FATHER. "Facts Concerning the Kent School." Kent, Connecticut: January, 1920.

of Business Officers of Preparatory Schools are typical of those engaging the attention of the business administration. The list for the meeting of 1926 follows:[33]

The Establishing and Financing of the New Kent Schools.
Use of Automobile Trucks around Schools for General Purposes.
Disposal of Waste.
The Development and Management of a School Store.
Depreciation in Accounting.
The Cost of Operation of a Power Plant.
Method of Handling a Boy's Pocket Money.
Method of Paying Faculty Salaries.

The outstanding fact about this discussion of business methods is the paucity of available data and the great divergence of method employed. Public school finance has now been reduced to a workable system by cooperative study. The trend in private schools seems to be toward a mutual consideration of common problems. Since the success or failure of the schools depends to a large extent on the application of the principles of business efficiency to the specific field of private school administration, it would seem that such surveys as that made at Lawrenceville, and such Associations as the one mentioned should be exceedingly helpful.

III. SCHOLASTIC DEPARTMENT

Types of Organization

The most important axiom in all the administrative procedure of a private school is that everything is subordinate to the educational aims. The trustees, the headmaster, and the service departments are but means to this end. Therefore, the type of scholastic organization is as important if not more important than the others. The one adopted will naturally depend upon the size and financial condition of the school and upon the personality and ability of those in charge. In a small

[33] "Private School News." Boston: Porter Sargent, Volume II, No. 8, January, 1927.

school the headmaster with one or two devoted teachers can and often does, assume all responsibility and cares for all matters of detail. In the larger schools a delegation of authority and function is necessary; so an intricate administrative control is found. From the very nature of the internal and environing conditions the organization of small schools must be very simple, so they are not treated in this chapter.

The organization of the larger boarding schools offers the best opportunity for analysis and discovery of methods. That in vogue at Lawrenceville is treated at some length here for three reasons: it represents a pure type of line and staff organization, the system is the result of the recommendations of educational experts, and it is the school with which the writer is best acquainted. Whereas Lawrenceville uses a highly centralized line and staff plan, most other schools are run on the committee basis. In the one there is a distinct placing and interconnection of responsibility in administrative control in a clearly outlined sequence. In the other there is a looser organization consisting of certain standing committees and many temporary committees with a necessarily greater amount of routine work on the part of the headmaster.

Under this plan the headmaster is in contact with the teachers, the boys, and the parents, and decides general policies or gives direct orders, but is relieved of much routine detail. Each subordinate officer is responsible for the performance of certain definite functions to his immediate superior. It is not to be inferred that any one man may not perform several line or staff functions. For example, at one time in this school the writer performed a line function and was responsible to the Dean as a Form Officer and as a Head of Department; as a Housemaster he was a line officer subordinate to the Assistant Headmaster; and as the person in charge of testing he performed a staff function and was responsible, at that time, directly to the Headmaster.

The functions inherent in the departments mentioned above are present in every school; though the extent to which they are developed varies with local conditions and the policy of the headmaster.

CHART OF THE SCHOLASTIC ORGANIZATION OF THE LAWRENCEVILLE SCHOOL

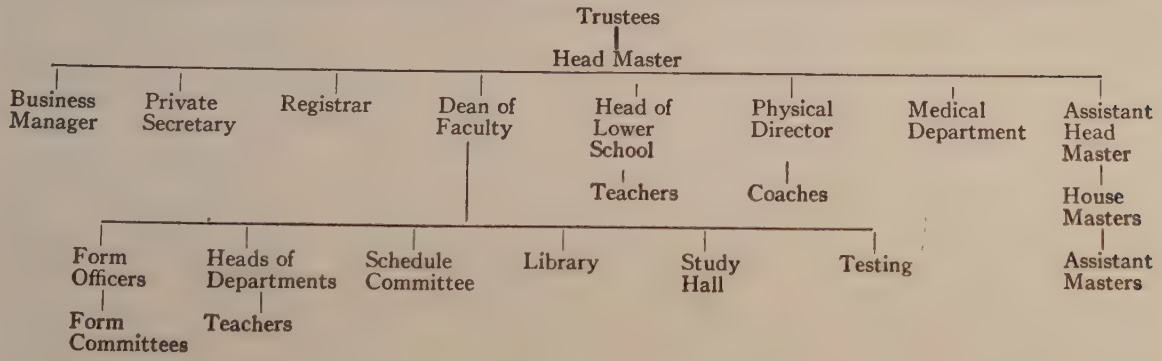
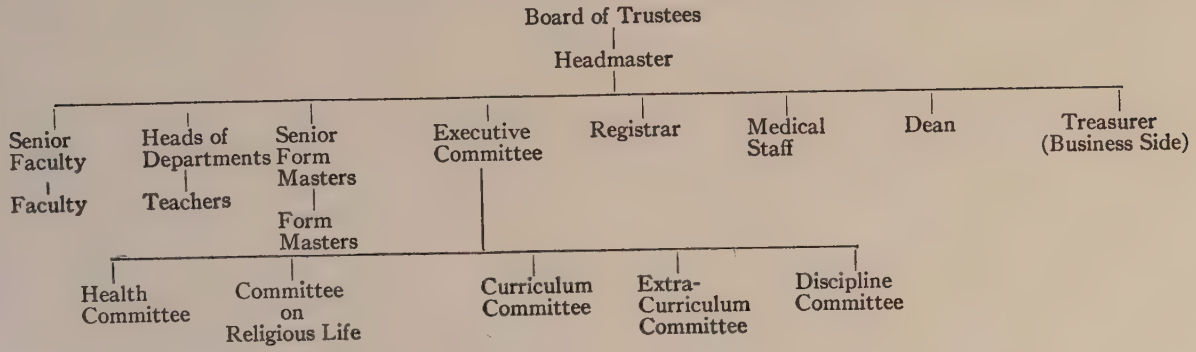


CHART OF THE EDUCATIONAL ORGANIZATION OF THE HILL SCHOOL*



* Chart furnished by the Hill School, Pottstown, Pa.

Most schools, though organized on the line basis on the business side, operate through committees on the scholastic side. The educational organization of the Hill School may be seen from the accompanying chart:

As may be seen by comparing the Hill with the Lawrenceville chart, there is not the direct line of centralized responsibility. Functions such as the control of extra-curricular activities, of the curriculum, and of discipline, which at Lawrenceville are carried on by individuals responsible to the Dean, are here the duty of a committee. In practice, however, the presence of an exceptionally able treasurer in the newly created office of Dean of Administration correlates to some extent the work of these coordinate committees and officers.

Andover has an apparently loose system from the point of view of logical organization, but one which is extremely effective owing to the tradition of granting all possible freedom both to masters and boys. An additional factor in its successful operation is the extreme care with which the masters are selected and their long term of service in the school. The faculty as a whole acts on many matters left in other schools to individuals or committees. For example, while there are division and class officers who have charge of schedules and act as advisers to the boys, there is no organized committee responsible to an intermediary officer such as the Dean at Lawrenceville. They act on their own judgment or in consultation with the Principal and report to the faculty at term ends. There is a Discipline Committee which corresponds to the system at Hill and to the Assistant Headmaster at Lawrenceville. The Heads of Departments supervise the work in their departments, but more liberty is allowed the individual teacher than in most other schools. Policies and decisions are formulated by the Principal, sometimes in consultation with an advisory body of the faculty, sometimes not. The established customs, the traditional freedom, and the continuity of policy makes for efficiency without the need of constant checking.

Hotchkiss furnishes another example of committee control. Three standing committees—Study, Dormitory and Ground Floor—care for all matters pertaining to scholastic progress,

dormitory regulation, and discipline. Here again Heads of Departments supervise and are responsible for the separate departments of instruction as at Lawrenceville, but report to no intermediary official.

A study of other schools shows the same general scheme with minor variations, though here and there some are found with what seems an excessive number of committees. The George School, for example, lists seven standing committees, and Red Wing Seminary, twelve.

Records and Dispatching

A most important officer in the larger schools and an essential one in any is the Registrar. At Lawrenceville his duties include keeping the permanent records of the school, as well as temporary records of registration, withdrawal, and attendance. He reports to the parents on marks and attends to all notices of a routine nature. When applications for entrance are made he verifies the records sent, communicates with the persons named as references, and with the Dean arranges for entrance and conditional examinations. He attends to the printing of the school catalogue, initiates publicity, and acts as Secretary of the Faculty. With the Alumni Secretary he attends to all matters dealing with the alumni. His office attends to mimeographing work needed by the faculty and acts as the dispatching agency for the distribution of faculty notices.

In other schools he is often called by another name such as Secretary or Clerk of the Faculty, or Recorder, and often the functions outlined above are divided among other members of the faculty or assumed by the headmaster or his assistant. It is a functional office dealing with records and dispatching irrespective of who performs the duties.

Admission and Classification

The method of accepting applicants and the stringency of requirements is naturally dependent upon the popularity of the school and the policy of the trustees as to its aim. Country wide, it may be said that examinations for entrance are not required; a certificate from the school last attended, with letters of recom-

mendation from its principal or teachers, and letters from other persons not related to the boy are all that is necessary.

A small group of the essentially college preparatory Eastern boarding schools do require examinations for entrance. Formerly these were set by the school, but in 1924 the Secondary School Examination Board was formed, which consists of a certain number of the pre-preparatory schools and of the preparatory schools themselves. It may be inferred from membership on the Board that the schools require examinations. These examinations are for two purposes, to secure a better classification and to assist in selection. The question of whom to admit is very acute in certain schools, and no satisfactory basis has been found to solve the problem of a correct balance between the sons of alumni or children of all who can afford to pay the fees and the desirable type of scholarship boys needed to avoid a distinctly class institution.[34]

The catalogues of the following schools explicitly state that examinations are required: Andover, Berkshire, Choate, Exeter, Groton, Hill, Hotchkiss, Lawrenceville, Loomis, Milton, Middlesex, St. Mark's, St. Paul's, Shattuck, and Taft. Of the hundred schools studied intensively, ten others state that examinations will be given if necessary or if no certificate is available from the school last attended. The rest either accept certificates or make no statement of their custom.

The application blanks of thirty-five of these schools were analyzed to ascertain the kind of information desired by the schools. All wish the full name of the boy, his age, the name of the person responsible for bills, and the name of the school last attended. Other than the agreement to pay the fee and the necessity of furnishing references, there is no further unanimity. The signer of the application certifies as to the moral character of the boy in sixteen cases; and the boy signs the application in nine cases, sometimes promising to abstain from hazing or tobacco, and to obey the rules of the school. In eleven cases information is asked as to the boy's interests, capabilities, and

[34] This problem is particularly acute at Groton, St. Mark's, and St. Paul's. For the tentative plans at St. Paul's see "The Annual Report of the Rector." Concord, New Hampshire: St. Paul's School, 1921, pp. 12–17.

previous moral life. Twenty-four of the schools want to know the church preference of the boy or his family, in ten of which the query is raised as to whether the boy himself is a church member. Other miscellaneous items are: the occupation of the father, how the attention of the applicant was directed to the school, and, in the case of the Peddie School, the frank statement that "on account of its pronounced Christian character this school would hardly be congenial to Hebrews and they are admitted only in exceptional cases". This exclusion of Hebrews is probably carried on to a greater or less extent in many schools, though no further printed statement of policy was found.

It is clear that if these thrity-five schools are a fair sampling, the private schools exercise considerable care in the selection of the students and upon many different bases. It should be clearly understood, however, the schools included here are of the larger and better known, and in many cases, denominational variety. The smaller the school and the less able it is to function exclusive of tuition fees, the more liberty is presumably given to entrants. Statements of policy in catalogues can be regarded only as maximum or idealistic. The statement frequently found that no boy will be accepted who has been expelled from another school, for example, is a hope rather than a reality.

Once admitted to the school there comes the question of the boy's classification. In those schools which admit by examination only, the question is relatively simple. The records are tabulated, and the boy assigned to the correct class. In schools admitting by certificate the problem is more difficult since credits must be evaluated and a tentative assignment made. In the few schools giving information the usual method is by a Committee on Admissions as at the George School, or by some adaption of the Lawrenceville scheme of Form Officers. Ordinarily the assignment is tentative until the boy has proved his worth.

Study

Since one highly advertised advantage of private schools is the individual attention given to each boy, their study habits are rigidly supervised. All the schools studied, except a few junior

colleges, require their students to study at certain times, under supervision if marks are low, but often in their rooms if their marks are satisfactory. This supervision of study and the assignment of a regular time for it is possible when a boy's whole time belongs to the school. It is valuable unless it results in an abuse of the freedom later given in college. Thirty-eight schools mentioned an increasing amount of freedom in the school life as a boy nears graduation to guard against this dangerous freshman year at college.

The term "supervised study" does not mean the same to all schools. The Blue Ridge School, for example, states that

> Lessons are studied and prepared in the study hall under the supervision of the teachers, who assist the boys in planning their work to best advantage and in acquiring the power of concentration and faithful application. Assistance in mastering the more difficult parts of the lesson is given when needed.

This is the definition of supervised study as outlined in books on teaching methods.[35] The other conception, which might be called "policed study", is in vogue in Lawrenceville where absolutely no assistance is given in the study hall. A master writes in the school paper "the fact is, of course, that no boy should get *any help of any kind from anybody at any time*".[36] This may make for independence in preparing lessons, but may also lead to an inordinate waste of time or unjustifiable failure. In connection with the problem of study it is interesting to note that at Westminster "in every class a part of the period is set aside for the purpose of outlining the next assignment, and for general discussion of proper and efficient methods of study".

Promotion and Graduation

Promotion and graduation in these larger schools is a matter of securing certain College Entrance Examination Board credits, since most of the boys go to colleges which require them. Men-

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[35] Douglass, H. R. Modern Methods in High School Teaching. Boston: Houghton Mifflin Company. 1926, Chapter IV.

[36] "The Lawrence." Lawrenceville, New Jersey: The Lawrenceville School, March 17, 1927, p. 4. The italics were used by the author of the article.

tion has previously been made of the deadening effect of these examinations upon the ability of the school to provide courses other than those abstract subjects hallowed by tradition. To enter these colleges fifteen credits must be secured, and the usual practice is to secure a certain number at the end of the tenth, eleventh and twelfth grades,—the so-called "old plan".[37] This necessity of passing each subject as it is finished is a convenient way for the schools to secure exact classification, but it may make for compact, formalized, compartmentalized, piecemeal instruction with little incentive to bring the subjects studied in school into any vital relation with outside life.

For graduation, enough College Board examinations must already be passed so that by passing the subjects taken the last year, fifteen credits will be obtained. Since the popular Eastern colleges require three units of English, three of mathematics, three or four of foreign languages, and usually one of history for entrance, the schools require these for graduation. The remaining three or four points are electives depending on the requirements of the college. This means an average course of four five-hour subjects a year in addition to Bible and physical training.

Progress through these schools is very carefully checked. The Lawrenceville plan is typical, though it is not necessarily the best. Each school uses that which fits its own needs. Here each class is scholastically in charge of a Form Officer who, with a committee of five or six men, checks up bi-weekly on each boy's progress. At the beginning of the year the Form Officers examine each boy's record and assign him to his proper form. At the end of each two weeks, reports are passed in through the Registrar to the Form Officers with a record of the boy's marks for the two weeks and his total mark to date. In case the boy is failing, the instructor gives his reason for the failure. The Form Officer then, with his Committee, examines all marks, and the boys are interviewed and questioned to enable the Form

[37] Under the "old plan" a candidate takes examinations year by year on the subjects or parts of subjects finished. Under the "new plan" he takes examinations on the subjects taken during the senior year and, in addition, submits a copy of his entire school record.

Officer to arrive at a judgment as to the quality of the boy's work. His attainment is compared with his intelligence test mark and his "achievement quotient" compared with that of other boys of the same intelligence. It is ascertained whether he has been sick and what his conduct has been in the study hall. After all the information possible has been obtained, the Form Officers, in consultation with the Dean, impose whatever penalties or commendations seem just.

Full faculty meetings are held at the end of each term when the Form Officers make recommendations as to demotions, punishments, or dismissals. At the close of any bi-weekly period a Form Officer may, with the approval of the Head of Department concerned, demote or promote a boy. At the beginning of the year, especially, changes in classification are relatively numerous, usually downward, but occasionally to a higher class. The process is very involved and requires good judgment and care to detail on the part of the Form Officer. However, it enables the headmaster to know readily the progress of each of his five hundred or more boys, and is a means of bringing every possible pressure to bear on the lazy boy.

This advisory system, of which the Lawrenceville plan is one type, is common in private schools. At Tome, for example, when a boy enters school, he is assigned to the care of some master who acts as his adviser.

> It is the duty of the adviser to see that the boy has the course that is suited to his needs, to assist him in his work, and to act as his counsellor in all matters in which he needs his advice. From six to twelve boys are assigned to each adviser. The special attention is in addition to the care which is exercised by the housemaster who supervises the life of the boys in the dormitories and during the recreation hours.

The same system or one resembling it is known to exist at Andover, California Preparatory School, Exeter,[38] George School, Groton, Kemper, Lake Forest, Shattuck, and Suffield,

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[38] For the Exeter plan, see HALEY, A. B. "The Phillips Exeter System, Individual Service to Seven Hundred Students." Exeter, New Hampshire: Bulletin of Phillips Exeter Academy, August, 1925, pp. 19–27.

while at Culver a Director of Academic Coordination acts as a research center for all educational matters.

Discipline

All schools must have either an individual or a committee in charge of discipline. The Headmaster will naturally reserve for himself and the full faculty meeting a large part in deciding on general policies or serious individual cases, but there are many routine matters best handled by one man or a committee. General rules of conduct are published in catalogues, in school papers, or handbooks so that all understand them. Except for the more serious cases to be decided upon in a general faculty meeting, one man can easily do the bookkeeping necessary and exercise a balance in the number of marks awarded by different members of the faculty for the same offense.

The latitude which exists in different schools in the matter of discipline is nicely expressed by Worcester Academy.

> Worcester Academy stands midway between the type of home-school where a boy is watched over continually, and the large school which may be called a junior college, where the boy is given large liberty and placed upon his own responsibilities.

Certain prohibitions occur over and over again in the schools studied. Among those which are found twenty-five times or more, and therefore may be considered typical, are the following: the use of liquor, use of tobacco, stealing, using profane or vulgar language, immorality, belonging to a secret society, damaging school property, having fire arms in the school, running up bills, leaving the school property without permission, selling personal belongings, hazing, and cheating.

Lack of space forbids an exhaustive treatment of the disciplinary side of these schools. Much depends on their denominational control and situation; certain schools, for example, forbid dancing because of the church creed, and others in or near a city have special regulations about leaving the school grounds.

Among the methods of punishment mentioned are dismissal, suspension, probation, removal of privileges, reproof, extra

detention, walking guard, demerits, loss of vacation time, written censure by the faculty, confinement to school property, and loss of pocket money.

Seventy-three schools allow week-end or month-end absences to boys whose scholastic performance and conduct are satisfactory. The right of the school to expel is mentioned by ninety-three of the schools, sixty-two of which stipulate that expulsion may take place if a boy's influence is felt to be harmful irrespective of any overt act.

Extra-Class Activities

Chapter IV shows the relatively large number of extra-class activities which exist in private schools, and it is their policy in engaging a man to make sure that some at least are capable of supervision of these activities. The usual custom in the larger schools and in many of the smaller is to have the director in complete charge of the particular activity responsible only to the headmaster. In other cases there is individual responsibility in some activities, committee responsibility in others. No generalization as to current practice as a whole can be made from the data at hand.

Provision For Younger Boys

Sixty-three of the hundred schools studied make special provision for the younger boys. In thirty-seven cases the younger boys are housed in a separate building; sometimes having their own dining room, but more often eating with the older boys in the common dining room. In most cases where separate buildings are maintained, mention is made of special care given by the housemaster and matron in charge or, more often, by the housemaster and his wife. It may be questioned whether the advantages offered of the close personal touch of the housemaster and his wife are part of a definitely conceived plan or are discovered after it is necessary to provide quarters for a valuable man who wishes to get married; but the effect on the boys should be good, whatever may be the underlying reason. In at least five cases the following features are emphasized: separate coaches for games, a separate athletic field, separate prizes and awards,

and separate literary or other societies. Emphasis is placed upon the opportunity for home life, for games, for picnics and hikes, and for special attention given in inculcating correct habits of study and the consequent better progress of these boys in the upper forms. It seems evident that these provisions, if carried out as detailed, should make for the more complete adjustment of the younger boy to boarding school life.

In five schools the junior-senior high school plan is mentioned. The boarding schools, as a whole, do not use this type, but prefer to consider the six, five, or four years as a unit with special attention to the younger boys. In the day schools, however, especially the twelve-year country day schools, the six-three-three plan is frequently encountered.

Problems of Boarding School Life

The questions of scholastic administration treated above do not by any means exhaust the possible list. They are intended simply as samples of some of the outstanding problems in a boarding school, and in modified form without the housing side, to day schools. The problems are common to all schools though the methods of procedure vary. Almost nothing has been published on such questions; each school solves its problems as they occur without uniformity except of an accidental sort. Meetings of headmasters in the Association of Headmasters have offered an opportunity for individual conferences, but no organized means of gathering data has been available. The creation of the Research Committee of the Secondary School Examination Board should perform a valuable service by its facilities for objective study of such problems as methods of program making, making of home reports, methods of promotion and qualifications for diploma, frequency and function of examinations, the school press, length of periods, and method of recitations, teaching how to study, control of study hall, method and frequency of marking, self-government, smoking, entertainments, the place of music and art in the school life, the means of making school contacts with life situations, provisions for sabbatical and other leaves of absence, place and purpose of

Bible study, hobbies and the use of leisure, sense training by means of crafts, and religious training in the school.[39]

IV. SUMMARY

The majority of non-proprietary schools not of the Catholic faith are incorporated, and have boards of trustees ranging from three to twenty-five or more members. There is no uniformity as to the size of the board though the most frequently occurring number in 174 schools is thirteen. The boards of larger and better-known schools range from three to fifteen in size. In all but one case the headmaster is a member of the board. In these schools their function is apparently legislative, the executive side being left to their paid expert—the headmaster. In the smaller schools numerous committees of the board appear, with a corresponding decrease in executive functions assigned to paid members of the staff, leading to the inference that the board assumes executive functions when continuity of office on the part of the executives is not reasonably certain. The alumni of the schools are often found on the boards. In many of the newer schools, particularly the country day-schools, there is an advisory board composed of prominent educators.

A great divergence is found in the ownership and administrative organizations of denominational schools. The Roman Catholic Church has an elaborate system of schools organized on a diocesan system comparable in its main outlines to the state systems of public schools. Other sectarian schools do not form an organized system, though in most cases there is a denominational Board of Education which exercises a loose advisory supervision. They exist generally as independent entities, though they may be under the direct control of a single church, of a group of churches, or the general church body. Trustees may be alumni, clergymen, or laymen, and may be elected for life or for a term of years.

The general type of organization favored by a group of educational experts and described independently by the head of a

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[39] LESTER, J. A., *op. cit.*

prominent school is that of a relatively small board with the headmaster as a member. None of the trustees should receive a salary, and their function is legislative rather than executive. All executive and administrative control, business and scholastic, should be in the hands of the headmaster with full authority subject to approval by the board. How far this is carried out in practice is not known though it is the policy in certain large schools.

There are two sides to private school administration—scholastic and business—and the latter should exist as an aid to the former. In the schools studied—all large boarding schools—there is considerable uniformity as regards the former, more divergence as regards the latter. The business or service side is organized in three main divisions: accounts, buildings and grounds, and food and lodging arrangements. The administration is businesslike as is necessary in businesses involving from one to three million dollars. Differences in detail occur but not in principles. All these schools apparently need more and more funds to carry out their purposes, since drives for funds are constantly organized and gifts made.

On the scholastic side there is a greater difference seen in organization. One type is a highly centralized line and staff organization with the officer in charge of each function directly responsible to a superior, all leading to the headmaster as final authority. The other is a committee organization found in certain schools with a rich tradition and continuity of policy. The problems involved in the scholastic side of the school concern, as the more important, such matters as records and dispatching, admission and classification, the supervision of study, promotion, discipline, the management of extra-classroom activities, and the provision for younger boys. The problems are common to all though the method of handling them varies. Hitherto no clearing house for information and the mutual study of problems has been available, but the organization of a Research Bureau functioning through the Secondary School Examination Board, and the Association of Business Officers are steps toward more effective cooperation.

VII

RESULTS OBTAINED BY PRIVATE SCHOOLS

An examination of private school literature reveals the fact that the schools themselves believe that they are successful in carrying out their aims. The fact that 10.8 per cent of all high school boys reported to the United States Bureau of Education in 1924 were in private schools shows that some parents concur in this belief. No quantitative study showing its truth or falsity has been made. All that has been written rests upon the fact that the conditions in certain private schools are such as to make the achievement of their aims probable. Among these conditions are close association with carefully selected boys and masters, small classes, close supervision, individual attention, an attractive environment, and a large opportunity for socialization through participation in numerous activities. The fact that these conditions exist and that certain graduates have become prominent is assumed by some as proofs that the aims are realized.

It has been seen that the two main aims of private schools are college preparation and the formation of ethical character. There are some quantitative data as to their success in fulfilling the first, none in regard to the second. Character is composed of many complex elements and the possession of it by graduates of any one type of school or a comparison of the possession of it by graduates of different types of schools has not been possible by objective measurement. Recent research in the field of character education may mean that in the future such comparisons can be made, but until now character has been expressed in behavior in immeasurable terms. Moreover, since it is the resultant of all the forces acting on a boy, presence in this or that type of school is only one factor.[1]

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[1] For recent progress in character education and measurement, see "The Phi Delta Kappan." Cleveland, Ohio: Volume IX, No. 5, April, 1927, pp. 129–144.

Success in College Preparation

One measure of the success of private schools, so far as college preparation is concerned, is the percentage of their graduates entering college. Of the private schools reporting to the United States Bureau of Education in 1924, 54.3 per cent of the boys graduating in 1923 continued their education in college in 1924.[2] The percentage of public school boys was 37.2.[3] The private schools were of all types including Catholic schools. The college preparatory aim is not quite so dominant in these latter schools apparently, since tables in the "Catholic Directory" show that of the 7,918 boys graduating in 1923, 47.1 per cent entered college.[4] Catholic schools comprise about one-half of those given in the Bureau of Education Bulletin, so the inference is drawn that about two-thirds of the boys graduating from the non-Catholic schools entered college in 1924. This figure is for all non-Catholic schools, those whose main aim is college preparation as well as those who have that and other aims. It is among these non-Catholic schools that the college preparatory aim is especially pronounced, so the conclusion is drawn that those schools which have as their main aim college preparation are successful in achieving it.

This conclusion is substantiated in another way. A mark of 60 on the examinations set by the College Entrance Examination Board is accepted by all colleges as fulfilling the entrance requirement in the particular subject. Each year the Board publishes the results obtained. The Twenty-fifth Annual Report summarizes the results of the preceding five years in all subjects as follows:

> The tables seem to tell us that the pupils of the private schools are on the whole better prepared than the pupils of the public schools and that in general preparation is more efficient in New England than in the Middle States or in the West. In these tables there are 600 comparisons between

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[2] "Statistics of Private High Schools and Academies, 1923–1924." U. S. Bureau of Education Bulletin, 1925, No. 23. Washington, 1925, p. 7.

[3] "Statistics of Public High Schools, 1923–1924." U. S. Bureau of Education Bulletin, 1925, No. 40, p. 3.

[4] CROWLEY, F. M. and DUNNE, E. P. (Compiled by) Directory of Catholic Colleges and Schools. Washington: National Catholic Welfare Conference Bureau of Education, 1926, p. 410.

the public and private schools, and 400 comparisons between New England, the Middle States and the Southern, Central and Western States.—The comparisons between the public and private schools favor the private schools in the ratio of 529.5 to 70.5. Of the geographical comparisons 221 favor New England, 105 the Middle States, and 74 the South and West. In the languages and in history the comparisons favor the girls in the ratio of 286.5 to 103.5 and the private schools in the ratio of 334.5 to 55.5. In mathematics and in the natural sciences the comparisons favor the boys in the ratio of 157.5 to 52.5 and the private schools in the ratio of 195 to 15.[5]

The relatively greater success of the private school graduates in passing these examinations cannot be taken as an indication of their general superiority to public schools. Special preparation for these examinations is not a primary aim of the latter, and it is an important aim of many of the former. Dr. John A. Lester, of the Hill School, is reported to have said in an address that the ordinary applicants for examinations of this sort are discriminated against; that "a semi-moron can be trained to pass these examinations, but that training is not supplied in the public schools and the public school boy loses out, regardless of ability".[6] This opinion is significant as coming from a private school man who has served as a reader of the College Entrance Board Examinations. Similar opinions as to the limited value of these particular examinations as a satisfactory measure of scholastic ability are held by other private school graduates and headmasters.[7]

A realization that the success of private school graduates in passing examinations is not a sure criterion of ability is seen in

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[5] "Twenty-fifth Annual Report of the Secretary, 1925." New York: College Entrance Examination Board, 1925, p. 5.

[6] "Haverford News." Haverford College, Haverford, Pennsylvania, February 12, 1926.

[7] ABBOTT, LAWRENCE. "Those College Boards." The Outlook, 141: 380–381, November 11, 1925.

BATCHELDER, N. H. "An Educational Creed." Harvard Graduates' Magazine, June, 1922.

PARMELEE, E. W. "A Boarding School Inquiry." Atlantic Monthly, 125: 95–104, January, 1920.

CHAPMAN, J. J. "Our Great Private Schools." Atlantic Monthly, 134: 742–747, December, 1924.

BARNES, M. "Procrustes Redivivus." Atlantic Monthly, 136: 83–88, July, 1925.

LOWELL, A. L. "Art of Examination." Atlantic Monthly, 137: 58–66, January, 1926.

the entrance requirements recently adopted by Princeton University. These are typical of the trend in other Eastern Universities.[8] Admission to Princeton is based on four factors: the school certificate, the College Entrance Board Examinations, a scholastic aptitude test, and testimonials of character and promise of the student. A letter from Dean Heermance, the Director of Admissions, contains the following information concerning these requirements:

> I mention these merely because there is an erroneous idea current that by the mere passing of College Board Examinations a candidate may gain admission to Princeton. As a matter of fact, frequently boys who pass all their examinations are not admitted, and many who fail slightly are received. A distinguished school record and good Scholastic Aptitude Test will offset a failure in examinations. On the other hand, a poor school record is indicative of such an attitude toward work that we do not feel justified in giving such a candidate a chance to loaf in College as he has done in preparatory school. Each factor in this system is a check on the other and the combination gives us the best results we have yet obtained.

The growing insistence of factors other than the successful passing of College Entrance Board Examinations should not be considered as an attack upon or a disparagement of the work of this Board. It grew out of the desire for standardization of entrance requirements which was apparent in colleges from about 1880.[9] It has attempted to introduce types of examinations more in accord with recent educational thought,[10] and has developed a scholastic aptitude test.[11] Being the servant of the colleges, however, it must necessarily interpret their wishes in the examinations set, and these show an insistence upon formalized subject matter which the public schools do not regard as all-important in the life of the average individual.

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[8] For a tabulation of the entrance requirements to seven Eastern colleges and universities, see "Private School News." Boston: Porter Sargent, April 10, 1926.

[9] RUGG, HAROLD. "Curriculum-making via National Committees." Twenty-sixth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Company, 1926, Chapter III.

[10] "Twenty-first Annual Report of the Secretary, 1921." College Entrance Examination Board. New York: 1921, p. 12.

[11] "Twenty-sixth Annual Report of the Secretary, 1926." New York: College Entrance Examination Board, 1926, pp. 6–9, 161–198.

Another tangible proof, then, of the success of private schools in fulfilling their aims, is seen in their ability to teach their boys to pass these examinations. Many schools publish their results. The ones that are available show that 93 per cent of the examinations taken at Hotchkiss in 1924 were passed, and that at Gilman the percentages of success in 1925 and 1926 were eighty-nine and ninety-five. At Lawrenceville the percentages of success from 1920 to 1925 were eighty-six, eighty-nine and a half, eighty-nine and a half, ninety-two, ninety-one and eighty-eight; at the Nichols School from 1919 to 1924, fifty-seven, seventy-seven, ninety, eighty-one, sixty-six, and eighty-one; at Riverdale from 1920 to 1925, eighty-nine, seventy, eighty, eighty, eighty-one, and seventy-nine; at Exeter in 1924 and 1925, ninety-two and ninety-three, and at the Hill School in 1923, eighty-five. All of the graduates of the Moran School have entered college, about 90 per cent of those of Franklin and Marshall Academy, and from 1912 to 1923 only five of the 172 graduates of the Country Day School for Boys of Boston failed to attend college. The Penn Charter School graduated 1220 boys from 1875 to 1916, over a thousand of whom attended college.

These results, however, do not tell the complete story, since no indication is given of the elimination which took place before graduation or of the number of boys who were not permitted to take the examinations. One reason for the success of the private school boys in the College Entrance Board Examinations may lie in the fact that in some cases the schools debar boys from the examinations who have not done the high standard of work required by the schools.

Another measure of the scholastic achievement of private school pupils is their success in passing standardized tests. There are few published data, since the use of these tests is mentioned by but few schools. The Survey of the George School in 1924 showed that its students ranked above the author's norm in the Hudelson Composition Scale, the Monroe Silent Reading Test, the Minnick Geometry Test, the Barr American History Test, the Inglis' Latin Tests, the Henmon French Tests, and the University of Iowa Physics Test, but below the

author's norm in first year algebra on the Hotz Algebra Test.[12] At Lawrenceville the scores in 1924 were decidedly above the author's norm in the Iowa Physics Test, the Gerry Chemistry Test, the Inglis Latin and the Inglis English Vocabulary Tests, and in 1926 on the American Council and Cheydleur Tests in French. Scores from the Shattuck and the Tome Schools in the American Council Spanish tests were above the norm. At the Utica Country Day School the results of tests in the junior high school grades showed that the students exceeded the norm for the age in the Thorndike-McCall Silent Reading Test, the Morrison-McCall Spelling Test, the Ayres Writing Scale, the Courtis Arithmetic Tests, and the Monroe Test in Reasoning Problems. The Nichols School states that data on the psychological and achievement tests given show that the educational achievement is approximately a year in advance of public school children of corresponding grades. These few data indicate that the achievement of private school students is above the norm. How much is unpublished cannot be readily ascertained.

The conclusion drawn fron these data is that the private schools do achieve their objective of college preparation, at least in the case of those students who remain in the school to graduate.

The Private School Boy in College

This does not by any means prove that the private school boy is better prepared to stay in college. Figures from the annual report of the Dean of Freshman at Yale University for the years 1921–1922 show that of the total number of freshmen entering, 24 per cent were prepared in high schools, 41 per cent in private schools, 11 per cent had a mixed high school and private school preparation, 7 per cent came from tutoring schools, 8 per cent from other colleges, and 8 per cent were repeaters. Table XLV shows certain results.

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[12] Report of the Survey of the George School. George School, Pennsylvania: 1924, pp. 32–33.

TABLE XLV

SCHOLASTIC RECORDS OF 886 YALE FRESHMEN IN 1922–1923 COMPARED WITH THEIR TYPE OF PREPARATION

	TYPE OF PREPARATION					
	HIGH SCHOOL	PRIVATE SCHOOL	MIXED HIGH AND PRIVATE	TUTORING SCHOOL	TRANSFERS	REPEATERS
Ranking Scholars..	27%	13%	23%	0.%	5%	0%
Left for Low Stand	4%	12%	6%	37%	15%	32%
General Average for Those Finishing.	75	71	74	68	71	65
Number Entering..	216	364	98	63	73	72
Percentage Entering	24%	41%	11%	7%	8%	8%

The boys with high school or mixed high school and private school preparation secured a higher percentage of honors than did those with private school preparation or of the other groups, their general average was higher, and fewer left for low stand. Of the two classes of private schools mentioned, the private school boys did better than those coming from the tutoring schools. Corresponding results are given in this report for the year 1921–1922.[13]

Less authoritative figures for Harvard are found in an article entitled "Who Runs Harvard and Why" by Corliss Lamont. He states that of 123 honors won at Harvard in the year 1922–1923, private school boys won forty-one and public school boys just double that number.[14]

The most striking evidence of the scholastic superiority of the public school boys in college is that furnished confidentially to the headmasters of private schools by a large Eastern college. An exhaustive study was made of all the men in all the classes of 1923–1928 who fell into the following mutually exclusive groups: graduates of sixty-two public high schools in cities of over 200,000 population, graduates of ninety-six public high schools

[13] ANGIER, R. P. "The Freshman Year." Report of the Dean of Freshmen, for year 1922–1923. New Haven, Connecticut: Report of the President of Yale University, 1923, p. 194.

[14] LAMONT, CORLISS. "Who Runs Harvard and Why." Cambridge, Massachusetts: The Harvard Advocate, December, 1923.

in cities of from 20,000 to 200,000 population, and graduates of five different private schools which had sent a total of a hundred or more men to that college. What corresponded to an index number or achievement quotient had been figured for each individual studied by a combination of correlations between college marks and four variables, (a) the age on admission, (b) the College Board record, (c) the school record, and (d) the psychological test score. This index number compared to the mark actually received showed whether the individual was working up to capacity.

It was found that the high school group from the larger cities had 97 per cent achievement, from the smaller cities, 86 per cent and that the private school groups attained more than 77 per cent achievement. The boys from large city high schools also suffered the smallest percentage of academic casualties.[15]

There is another side, however, to college, the extra-classroom activities. The same study also investigated thoroughly this phase. Every extra-class activity was given a definite weight according to the amount of time involved in participation. A comparison was made between the groups named above on the basis of these honors earned. In this case the graduates of each of the five private schools surpassed those of the public schools, the boys from the smaller city schools ranking last. It is worth noting that the private school standing highest in percentage of achievement in scholarship ranked next to last among the private schools in respect to extra-class honors earned.

As a rough indication of the measure of adaptability of these groups to the college social system, they were compared on the basis of the fraternal societies joined, the society which was founded the earliest being arbitrarily taken as the most desirable. Here again all the private schools ranked above both high school groups.

This condition of affairs is true also at Harvard if the unofficial figures given by Corliss Lamont are true. He analyzes the proportion of public and private school men in athletics and

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[15] Confidential unpublished study furnished headmasters of private schools by a prominent Eastern university, 1926.

other extra-class activities. Of the members of the class of 1923 who engaged in intercollegiate athletics, forty were from private schools, and twenty-two from public; while in other activities 183 private school and twenty-nine public school graduates were listed. Dean Angier of Yale mentions the overemphasis on athletics, the absence of intellectual interests, and the reaction from restriction as the underlying causes of failures in college.[16] Since the greater number of scholastic failures were found among private school boys, the inference is obvious.

The question is raised in a non-scientific article as to whether there are not two collegiate camps in evidence today, differentiated roughly by their conception of what constitutes the aim of a college education. One group, in general composed of the public school boys, comes to college for book-learning; the other, composed principally of private school boys comes for the training that may be found in managerial and executive activities and for the friendships that may be formed. The latter group apparently believes that social position, personality, poise, self-confidence, and initiative are better secured in other ways than by close application to books. There is no evidence to prove that this condition of affairs actually exists nor that there is any such sharp line of demarcation between the aims of the two groups, but the theory is plausible and deserves intensive study in connection with the aims of private secondary education.[17]

That the private school is successful in getting its boys into college has been shown, but that it has done or is doing its full duty in preparing them to stay in college may be questioned. Dean Angier states the case as follows:[18]

> The reasons for failures and warnings concern chiefly the individual morale of the student, determined in part by temperament but largely by home or preparatory school. Is he really prepared to stand the freedom of college life? . . . The attitude in home or school may be one of merely coaching

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[16] ANGIER, *op. cit.*, p. 187.

[17] "Harvard Stirred by Attack on Cliques." New York Times, December 9, 1923. See also ABBOTT, W. C. "The Guild of Students." Atlantic Monthly, 128: 618–625, November, 1921.

[18] ANGIER, *op. cit.*, pp. 187–188.

the youth to get off certain examinations one by one instead of striving to awaken him intellectually. This subtly involves, as a corollary, the attitude of regarding the entrance tests, rather than the four years of college beyond, as the goal of effort. The training in morale for this remote goal is, therefore, . . . often neglected. Of great importance in this training of morale is the attitude of home or school in regard to athletics and to habits of study. If the home milieu . . . prompts the boy to feel that athletics are a major pursuit instead of a secondary interest, he will carry this habit of mind into college to his detriment. If a school, however unwittingly, throws insistent emphasis on athletics, . . . the same results follow.

Concerning habits of study, it has appeared time and time again on questioning boys who are not doing well that their previous teachers did too much of their work for them. . . . The boys had not, therefore, acquired habits of independence and self-reliance in their work, but rather, the habit of dependence on the teacher . . . an over interest in athletics and an over dependence on the teacher are habits that coincide with a youth's spontaneous desires and are consequently carried on as habits, unsuited to the adjustments demanded by college life.

It would seem from this that the private schools do not entirely fulfill one of their chief aims. The individual attention given cannot be of the proper sort, if the result is the failure of the boy in college. The same individual attention has a further disastrous result in the training in morale. The restrictions placed upon the boys in larger boarding schools and the lack of contact with real life result in an inability to use wisely the freedom found in college. Dean Angier[19] discusses the matter in these words:

I am not arguing about the justifiability of any given restrictions, but if the cumulative effect of many makes a boy feel a general atmosphere of restriction, he will unduly indulge in college those interests that he has not been enabled to get partly out of his system before entering. There doubtless exists in some quarters the theory that the restrictions imposed will become such settled habits as to be converted into self-discipline. But that is mistaken psychology, since such habits, unlike athletics and dependence on the teacher, are not in accord with a boy's desires. When he can, he therefore rebounds from them.

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[19] *Ibid.*, p. 188.

Those in charge of private schools are aware of these dangers, and constructive measures are being attempted to remedy the conditions. The Hill School is making a study of its graduates in college and is attempting to curtail excessive participation in outside activities, as is also St. Paul's School.[20] The great measure of individual freedom permitted at Exeter and Andover places the boy on his own responsibility and should enable him to make more easily the transition from school to college.

The Private School Boy After College

The other aim of private schools is character building. No quantitative means could be found of measuring the success achieved by the private schools in this important matter. The qualities necessary to it and to citizenship are so intangible and are expressed in such varied ways in the life of the individual concerned that no just estimate of the part played by the school can be made by the means now available.

Almost without exception private school publications point with pride to the success of their alumni as a justification for the methods employed and their right to exist. Exeter Academy, for example, publishes a list of its distinguished graduates up to the year 1883.[21] The list is truly impressive. Yet the fact is not mentioned that at the time these men attended school, there were comparatively few public schools in existence. This cannot be ignored in arriving at a just estimate of the success of private schools. Nor can the relatively great advantages be forgotten which accrue from the possession of wealth or the influence of family. Other things being equal, it seems fair to assume that the son of a poor and obscure man has a relatively poorer start in life than the son of wealthy and influential parents. If the graduates of private schools are among those who occupy the higher places on the occupational scale, their success in life may be due to other factors than the particular school attended.

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[20] "Hill School Bulletin." Pottstown, Pennsylvania: The Hill School, August, 1925, pp. 32–37. "Report of the Rector of St. Paul's School." Concord, New Hampshire: St. Paul's School, 1924, p. 14.

[21] "Phillips Exeter Academy Bulletin." Exeter, New Hampshire: Phillips Academy, April, 1918, p. 53.

Complete lists of the graduates of six schools are given in the catalogues examined and were studied as to occupations. In addition the complete list of Penn Charter graduates was examined. Table XLVI gives the results on the basis of classification used by Counts in his "Selective Character of American Secondary Education",[22] except that public service includes all those definitely in the employ of the government instead of simply the lower classes of civil positions. Slightly more than half of the graduates whose occupations were listed are proprietors or professional men.

A random sampling was taken from certain other schools by listing the names and occupations given in whatever Alumni Bulletins could be procured. The results are seen in Table XLVII. It probably overemphasizes the professional class, since a hint as to occupation was often gained by the title given. The list is by no means complete, and is of interest only as showing the fact that these particular graduates are in the higher occupational levels.

TABLE XLVII

OCCUPATION OF A RANDOM SAMPLING OF THE GRADUATES OF THREE BOYS' PREPARATORY SCHOOLS

OCCUPATION	SCHOOL			TOTAL	
	HILL	EXETER	LAWRENCEVILLE	NUMBER	PER CENT
Proprietors	101	19	153	273	24.3
Professional Service	145	65	127	337	30.0
Managerial Service	69	8	86	163	14.5
Public Service	43	7	33	83	7.4
Commercial Service	144	7	85	236	21.0
Clerical Service	10	1	...	11	0.1
Agricultural Service	10	..	9	19	1.7
Artisan-Proprietors	...	..	...	...	....
Building and related trades	...	..	...	...	....
All others	...	..	...	...	....
Total	522	107	493	1122	100.0

[22] COUNTS, G. S. "The Selective Character of American Education." Supplementary Education Monographs, No. 19. Chicago: The University of Chicago Press, May, 1922, pp. 21–25.

TABLE XLVI

Occupation of Male Graduates of Certain Private Schools

Occupation	Schools							Total	
	Bethel	Central Wisconsin	Penn Charter	Pennell	Went-worth	Sanborn	George	Number	Per cent
Proprietors	2	31	253	11	122	22	26	467	23
Professional Service	65	50	288	24	75	40	76	618	30
Public Service	..	8	31	5	..	8	4	56	2
Managerial Service	3	9	177	2	30	14	33	268	13
Commercial Service	14	13	178	7	72	14	24	322	15
Clerical Service	..	28	10	5	23	11	10	87	4
Agricultural Service	5	43	19	13	36	23	30	169	8
Artisan-Proprietors	1	6	..	11	3	8	..	29	2
Miscellaneous	1	13	..	7	27	15	..	63	3
Total	91	201	956	85	388	155	203	2079	100

The fact that the non-graduates are not given in such lists and that many names appear with no indication as to occupation vitiates the validity of the results. Those not listed may ocupy the same relative positions on the occupational scale, but the mere fact that no information about them is available leads to the belief that successful men are listed and unsuccessful ones ignored.

Both tables show that the graduates of these particular private schools whose occupations are known fall in the the upper occupational levels. The bare facts, however, do not tell how high they rank. Among the proprietors are some of the best-known business men in the land. The same may be said of the professional men among whom are found college presidents, professors, architects, writers, and jurists. Those in agricultural service are not all struggling farmers; many are proprietors of ranches, large dairy-farms, or are "gentlemen farmers". The men in public service include more high city officials, high ranking army and navy officers, ambassadors, and consuls, than of a lower clerical order. The Lawrenceville list, for example, includes a major-general, a former ambassador to Japan, the present minister to China, the aviator in charge of the first San Francisco-Hawaii flight, the Assistant Secretary of State, and seven consuls and vice-consuls.

A bare table does not present all the facts. In these tables a clerk in a store is rated with the Secretary to the Postmaster General of the United States. The comparatively large number of men in managerial and commercial service includes, if the similarity of names is any criterion, the sons and relatives of the proprietors, the young men who in the next generation will be proprietors themselves. This is seen particularly in the "Penn Charter Catalogue of Graduates"[23] where the majority of the older men are of the proprietor class while the younger graduates are "with" such and such a firm. The managers include such positions as engineer of the traffic department of the Pennsylvania Railroad, designing engineer and head of

[23] "Catalogue of the Graduates of the William Penn Charter School from its Reorganization in 1875 to 1916." Philadelphia: The John C. Winston Company, 1917.

engineering department of Edison Electric Illuminating Co., division engineer of a railroad, and treasurers or secretaries of corporations.

Counts in his study of the selective character of American education states that the proprietor group "is the most powerful occupational group in any American community; it occupies a strategic position in a society based on private property and it controls economic power". Speaking of the professional group, he says "it is perhaps in all respects the most homogeneous group in the classification. It numbers the most learned in the community."[24] If the sort of education received plays any part in future success, it is significant that over half of all the graduates here considered fall in these two groups, particularly since the schools are located in such different parts of the country as Maine, Minnesota, Missouri, New Hampshire, New Jersey, Pennsylvania, and Wisconsin.

Private school graduates of these particular schools are playing their part in numerous ways. Their contributions to the general social good include explorers, writers, editors, architects, governors and lieutenant-governors of states, members of the state and federal legislatures, presidents and secretaries of chambers of commerce, officers of political organizations, members of federal government commissions, ambassadors and consuls to foreign countries, the commissioner appointed to rehabilitate the financial affairs of Hungary, trustees of libraries, trustees of colleges and schools, and members of church boards and civic organizations. These are but a few of those which could be named. Wherever there is a worthy cause are found private school graduates engaged.

Can the ability and willingness to engage in enterprises for the social good be attributed solely to the training received in private schools? By no means. It is entirely probable that a study of public school graduates would produce a similar list. For every private school graduate in a given position, a public school graduate could probably be found to match, and it must not be forgotten that many of these older private school graduates

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[24] *Op. cit.*, p. 23.

who occupy positions of honor and leadership obtained their education before the public school movement reached its height.

A factor such as the ability of a wealthy or powerful father to create a favorable opportunity may have much more to do with ultimate success than the fact of a private school education, and boys in these schools must have had such parents in the majority of cases, or they could not have attended. The other type of successful private school graduate is the boy who has received scholarship aid or who has worked his way through. In either of the latter cases he must have had the qualities necessary for success to have been granted the scholarship or to have had enough ambition to earn his own way. In weighing the effect of a given school upon a boy's life, these environmental and personal factors cannot be ignored.

That the private school can offer certain advantages cannot be overlooked. The attention paid to health, the right sort of individual attention, a proper amount of restriction, the influence of men of character, the general environment of culture, and the religious influence are factors which, while they may be duplicated in part by some of the best public schools, are far from being a general rule, if the present public school movements in these directions are any criterion. That the private school is the ideal place painted in many descriptive catalogues is as far from the truth as is the picture drawn by its opponents.

Are the graduates of private schools playing their part in the civil, religious, and altruistic life of their communities? Again quantitative studies are impossible. That they are exceedingly well represented in these fields is certain, but the exact part they play in comparison with the graduates of other schools cannot be determined. If it is reasonable to suppose that the schools studied are typical, some hints may be obtained. Of the 107 Exeter graduates whose occupation is listed, twelve are teachers or college professors, and four are clergymen. In the Penn Charter group of 956 individuals, forty-eight are teachers, and nine are ministers of the Gospel. Lawrenceville has twenty-one teachers and nineteen clergymen among the 493 graduates studied, and the Hill School has twenty-five teachers and fifteen clergymen among the 552 graduates listed. Of the 765 graduates

of Bethel College Academy, Central Wisconsin College Academy, Pennell Institute, and Wentworth Military Academy, 108 are in educational or religious work. More than one-third of the remaining professional men in the eight institutions named are physicians. These facts, if the schools are typical, would seem to indicate that their graduates are playing their part in worthwhile callings.

The Work of Experimental Schools

Certain private schools whose aim is to contribute to the general cause of education by serving as an experimental laboratory are realizing their objectives. The work of the Beaver Country Day School, the Moraine Park School of Dayton, the Park School of Baltimore, the Francis W. Parker School, and the Walden School have made experiments in elementary education, and their work seems likely to be extended into the upper secondary level. In the secondary field the work of the Ethical Culture School, the Horace Mann School, the Lincoln School, and the University of Chicago High School has been of exceptional value along the lines of experimentation and the validation of educational theory. These schools are prominently mentioned along with the public schools in discussion of educational methods.[25]

SUMMARY

The truth concerning the results attained by the private schools probably lies midway between the extravagant claims of its partisans and the bitter attacks of its opponents. Evidence showing that they are successful in fulfilling one of their main aims—that of college preparation—is available. Figures from the United States Bureau of Education and from the College Entrance Examination Board show this fact. That their graduates are equally successful in doing satisfactory work in college is not so certain. An intensive study of public and private

[25] For the experimental work of these schools see the Twenty-fourth and Twenty-sixth Yearbooks of the National Society for the Study of Education. Bloomington, Illinois: The Public School Publishing Company, 1925 and 1926.

school graduates at a large Eastern university as well as the report of the Dean of Freshmen at Yale, show that the former boys do the best scholastic work. Evidence from Harvard leads to the conjecture that the private school graduate is actuated by a different motive in attending college than is the public school boy. He shows a tendency to neglect the scholastic and overemphasize the non-scholastic side of college life.

The second great aim of private schools is that of character building. Quantitative data are not available to measure the influence of the private school training in this important field. Its graduates play an important part in the altruistic, business, civic, educational, and religious life of their communities, and this is undoubtedly due in some measure to the school. To what extent cannot be measured. Character as displayed in behaviour is too complex a thing and the resultant of too many varied forces to be rightfully attributed to any one.

The position of leadership to which certain private school graduates have attained is indisputable. The mention of those who have succeeded and the ignoring of those who have failed as is so often the case in private school literature leads to an unwarranted belief in the efficacy of their methods. This belief is not substantiated by facts and cannot be proved unless the records of all boys attending the school are examined. On the other hand, the undeniable fact that every successful private school graduate can be matched by an equally successful public school graduate is not a proof that the private school does not carry out its aims. The unfortunate fact that any discussion of private school success or failure is linked with a comparison of public school failure or success beclouds the real point at issue. The truth seems to be that the private school is as successful as are other social institutions but not more so. It stimulates some boys to greater things and fails to reach others. It plays its part in shaping toward good or evil the boys who come under its influence, but it is only one of a number of influences that act on the individuals concerned.

VIII

PRESENT AND PROBABLE FUTURE TRENDS. THE PLACE OF PRIVATE SCHOOLS IN AN AMERICAN DEMOCRACY

I. PRESENT AND PROBABLE FUTURE TRENDS

Private schools at the present time are being influenced either consciously or unconsciously by general educational changes. This is seen in the large by the external changes that have been mentioned and by those which will be treated in this chapter. As public schools have become more accessible, private schools in certain parts of the country have either entered into combination with them or have gone out of business. At least two schools have been surveyed by bodies of educational experts. The junior-senior high school form of organization has been partially adopted in certain schools. In internal administration there is some evidence of an interest in and a minimum use of the scientific advances in education. The occasional use of intelligence and achievement tests, the intensive studies of particular schools, the consideration of peculiar problems of individual schools by headmasters in their annual reports, the presence of private school teachers in schools of education, all these are evidences of progress looking toward a better understanding of the proper aims of private schools and of a more efficient way of carrying them out. Although these aims are still stated in very general terms by the majority of the schools, those of the country day schools and of certain newly established institutions take cognizance of recent educational thought.

Is Private Education Increasing?

In considering present and future trends a natural first question is whether the private schools are increasing in number and in the pupils enrolled and whether the increase, if any, is com-

mensurate at all with that of the public schools. In 1900 the total secondary school population, both public and private, was reported to the United States Bureau of Education as being 630,048.[1] In 1924 it was 2,754,903 an increase of 337 per cent. The total public high school population in 1900 was 519,251 and in 1924, 2,538,381; an increase of 388 per cent. The total private school population reported in 1900 was 110,797 and in 1924, 216,522; an increase of 95 per cent. So, according to figures reported to the Bureau of Education, the attendance in public high schools has increased more than four times as fast as that in the private high schools.

This increase of 95 per cent in all private schools during the twenty-four year period does not, however, tell the whole story. A more intensive study shows that in 1900 there were included in the above figures 15,872 students in Catholic schools. In 1924 the number had risen to 104,361, an increase of 557 per cent. The number of students in non-Catholic schools during the time increased from 98,020 to 112,161, only 14 per cent. The increase in the number of students in private schools is quite evidently due to the growth in the schools of one particular denomination. Private education other than that carried on in Catholic schools shows but a slight increase in twenty-four years.

The Junior College

During the last five years there is evident a more clearly marked distinction between the preparatory department and the college in the case of those private institutions that have had students enrolled on these two levels in the same institution. Certain colleges have discontinued the preparatory department in favor of the college, while certain others have discontinued the last two years of collegiate work and have become junior colleges. Table XLVIII presents data as to this trend from lists of private colleges found in a publication of the United States Bureau of

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[1] These figures and those in the paragraph following are taken fron "Statistics of Public High Schools" and "Statistics of Private High Schools and Academies." U. S. Bureau of Education Bulletins, Nos. 40 and 23, 1925. Washington: 1925.

Education.[2] In 1922 there were 204 colleges with boys in a preparatory department, in 1924 the number had dropped to 187, and in 1925 was 188.[3] Meanwhile the number of junior colleges had risen from twenty-five in 1922 to 133 in 1925. In no case except that of Maryville, Tenn., was any reason given for dropping the preparatory department. The President of that college writes, "Our preparatory department was closed in June, 1925. It had been in operation for 106 years; but the college crowded it out; and the necessity for it was removed by the great growth of the high schools of this section."

TABLE XLVIII

DISTRIBUTIONS BY SECTIONS OF THE COUNTRY OF COLLEGES AND JUNIOR COLLEGES ADMITTING SECONDARY BOYS. 1922–1925

SECTION OF COUNTRY	1921–1922		1923–1924		1925	
	COL-LEGES	JR. COL-LEGES	COL-LEGES	JR. COL-LEGES	COL-LEGES	JR. COL-LEGES
New England	3	1	3	1	6	7
Middle Atlantic	30	0	23	3	32	12
Southern	59	14	52	25	47	64
North Central	62	4	64	4	65	15
Northwestern	17	1	8	10	14	7
Southwestern	23	4	26	2	14	19
Pacific Coast	10	1	11	2	10	9
Separate Totals	204	25	187	47	188	133
Total	229		234		321	

The tendency toward the elimination of the academy is evident in letters from a number of colleges. The Dean of St. Mary's College, Minn., writes, "The high school is rapidly dwindling and its abandonment may be expected within a very few years." Broaddus College, Davis and Elkins College, W. Va., Goshen College, Ind., Park College, Mo., Atlanta University, Ga., and Virginia Union University, Va., write in a similar vein.

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[2] Statistics of Universities, Colleges, and Professional Schools, U. S. Bureau of Education Bulletins, 1924, No. 20; and1925, No. 45. Washington: 1924 and 1925.

[3] The data for 1925 are from Chapter II of this study.

In other cases the academy is maintained as "college preparatory for those who have not had the opportunity of high school work", as a letter from Western Union College, Ia., puts it. This provision for mature students who might feel out of place in a high school is found also at Des Moines University, Iowa, Dubuque University, Iowa, and Northwestern College, Ill. Other institutions of which Morningside College, Iowa, and Simmons University, Texas, are examples, have a few freshmen who are taught by members of the college faculty. Certain other colleges keep the secondary department as a convenient way to provide practice teaching for their students of education. Among these are Grand Island College, Neb., Northwestern College, Ill., and Muskingum College, Ohio.

Although there is no evidence to prove it, it seems entirely probable that the influence of various accrediting agencies may be at work in this movement to discontinue the academy as part of a college. One provision in rules for accrediting institutions of higher learning is that the college shall not maintain a preparatory department as an organic part; there must be separate administrative and teaching bodies for the college and the secondary school.[4]

A further development of certain colleges into junior colleges may lead from the above provision and the further provision that a minimum endowment is necessary to be recognized as a standard four-year college. Koos, in studying the junior college, speaks of the impracticability of the aspirations of many small colleges to become high-class four-year institutions and stresses the appropriateness of their becoming junior colleges in a system of which this two-year unit is an organic part.[5]

A distinct possibility is the development of more secondary schools into junior colleges. A post-graduate year for boys not going to college has been in evidence in New England academies and recognized by mention in their catalogues. This movement

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[4] Zook, G. F. "Higher Education." U. S. Bureau of Education Bulletin, 1921, No. 21. Washington, 1921, pp. 6–10.

[5] Koos, L. V. The Junior College. Research Publications of the University of Minnesota, Education Series, No. 5. Minneapolis: University of Minnesota, 1924, Volume I, p. 21.

is spreading and extending to include an additional year after the post-graduate year. At the present time the following schools are known to have either one or two years following the twelfth grade:

Central College and Academy, Nebraska
Cora L. Williams Institute, California
Deep Springs School, California
Gila Academy, Utah
Hebron Academy, Nebraska
Iberia Academy, Missouri
Kemper Military Academy, Missouri
Locust Grove Institute, Georgia
Miltonvale Wesleyan Academy, Kansas
The Moran School, Washington
The Principia, Missouri
The Potter School, California
St. Gregory's College Academy, Oklahoma
Sutherlin Academy, Oregon
Union College Academy, Nebraska
Texas Military Academy, Texas
Wentworth Military Academy, Missouri

There are apparently boys who wish some education beyond the secondary school, but who either cannot or do not wish to complete four years of college. At present many enter college and drop out, and there are others who do not do well in the abstract subjects now required by many colleges for entrance.[6] The extension of the secondary schools into the junior college is a probable solution for both these types of boy[7] and is being tried particularly in the South and West.[8]

Country Day Schools

The existence of 116 country day schools has been noted and the date of founding or reorganization as a country day school

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[6] See GRAVES, F. P. "The Future of the Small College." School and Society, 25: 415–416, April 9, 1927.

[7] SEASHORE, C. E. "Education for Democracy and the Junior College." School and Society, 25: 469–472, April 23, 1927.

[8] Koos, *op. cit.*, pp. 655–659, gives the location of junior colleges in 1923.

given. Of seventy-five such schools, 13 per cent assumed these features before 1910, 38 per cent between 1910 and 1919, and 49 per cent since 1920. This growth and the frequent references to plans for new schools of this type leads to the conclusion that the movement will contine to develop.[9] There is every reason why it should. One type, usually admitting only boys, is essentially college preparatory, but seeks to give the intensive preparation of the boarding school without the loss of the home influence. It has many of the advantages of the boarding school and few of the disadvantages. These schools are mostly non-sectarian, they make use of the results of educational experimentation, they are community schools, and there is evident a stimulating co-operation between the school and the home in the form of parents' associations. An opportunity is present for contact with real life situations and for the maintenance of home influence which are not available in the case of the boarding schools. It is now already quite definitely in competition with the boarding schools, but is too new an experiment for its value to be known by actual results. The probability is that those boys who do not succeed in it will be sent to boarding schools, but that many who now go to boarding schools will remain at home to attend the country day school.

Progressive and Experimental Schools

Some of the schools just described have a twelve-year course, although the majority begin in grades five, six, or seven. The other type of country day school has done its most effective work in the elementary grades. These progressive schools have yet to prove their worth under present college entrance conditions. There has been apparent a tendency on the part of parents to start the children in progressive schools, but send them to boarding schools when intensive college preparation begins. Few of the progressive country day schools have any appreciable number of boys in the upper grades. The success of the Lincoln School, the Horace Mann School and the University of Chicago

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[9] "Private Schools News", published by Porter Sargent, Boston, gives notices of new schools.

High School shows that teachers trained in progressive and experimental methods can, however, take college preparation as simply one of the aims of education. The lack of sufficiently well-trained teachers, the disinclination of the average parent to wish his child used for experimental purposes, and the inertia of tradition make it improbable that the progressive schools will have any immediate effect on private secondary education.

Private Schools as Instruments for the Common Welfare

There has been and is a tendency on the part of certain private schools to consider themselves as effective instruments for the social good and as such worthy to be perpetuated. This is apparently one reason why the larger schools, after they have been built up to a pre-eminent position by the work of a private owner, are made over into non-profit making corporations. It has been noted that the alumni took over the Hill School from the Meigs family, and that the Taft School is being reorganized on a non-proprietary basis. The Riverdale School in 1924 was also incorporated as a non-profit making institution after it had been built up by a private owner. An interesting example of the transitional period between private ownership and a non-proprietary institution is given in the catalogue of the Webb School of Tennessee:

> In 1920 the alumni started a movement to raise funds for endowment and to provide better equipment, expressing the hope that "they may perpetuate the fine instruction of the school, when the present principals are gone." A board of trustees was elected and a charter secured. The trustees are custodians of the funds which are now being raised and which at the present time amount to $70,000.

None of the better known boarding schools are operated for private gain, none of the essentially church schools and few of the country day schools. This tendency to look upon private education as having an integral relation to the public welfare, as being a variant only of education considered as a whole, and as simply playing its part in the general social good is becoming apparent in private school practice as well as literature. It may reasonably be expected to increase.

College Preparatory Schools

Of all private schools the college preparatory boarding schools appear to be the least touched by changes in educational thought. Some progress is seen internally in the way of refining their procedure of supervision and administration, but the usual attitude is that curriculum revision is impossible unless the colleges modify their entrance requirements. At times a protest is made against this college domination, but nothing tangible has resulted. A restiveness is apparent in the pleas by N. H. Bachelder, headmaster of Loomis Institute, and Dr. W. G. Thayer of St. Mark's who call for a declaration of independence from college examinations, and for the freedom to train their boys as they see fit.[10] Dr. John A. Lester of the Hill School makes a similar plea.[11] Certain articles by interested laymen stress the danger of this college domination and call for a change.[12] There is as yet, however, no evidence of any change.

The colleges control entrance requirements through the College Entrance Examination Board; these preparatory schools have their Secondary School Examination Board which sets the same sort of questions for entrance to the schools. Sporadic experiments had been made with intelligence tests in individual schools. As soon as the College Entrance Examination Board decided to use Scholastic Aptitude Tests, the Secondary School Examination Board appointed a committee to investigate their possibilities. There are few evidences of progress until these schools are forced to change. It is to be hoped that the recent changes in college requirements whereby entrance will be based on three or four factors will cause these schools exercise a wider choice in selection and check the tendency to standardize their product.

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[10] BATCHELDER, N. H. "An Educational Creed." Harvard Graduates' Magazine, Cambridge, Massachusetts: June, 1922.
THAYER, W. G. in Education of the Modern Boy. Boston: Small, Maynard and Bird, 1925.

[11] LESTER, J. A. "Does Our Preparatory School Need Modernizing?" Hill School News. Pottstown, Pennsylvania: February 4, 1926.

[12] CHAPMAN, J. J. "Our Great Private Schools." Atlantic Monthly, 134: 742–747, December, 1924.
PARMELEE, E. W. "A Boarding School Inquiry." Atlantic Monthly, 125: 95–104. January, 1920.
ABBOTT, LAWRENCE. "Those 'College Boards'!" The Outlook, 141: 380–381, November 11, 1925.

Internal changes have been mentioned. The attempts at Hill and Lawrenceville to study the individual boys are one example. The formation of special sections for the abler boys at Loomis, St. Mark's, St. Paul's, and Taft are another. The emphasis on self-help at Kent, and the individual freedom allowed at Exeter and Andover are others. The Hotchkiss policy of admitting as many Connecticut boys as possible since the school pays no taxes to the state is a laudable conception of reciprocity. Many praiseworthy features of all these schools could be named, but they have yet to declare their emancipation from the stifling influence of formalized examinations. The most evident sign of progress is the formation of a Bureau of Research, provided this Bureau attacks the larger problems rather than becoming immersed in petty details. Among the larger problems which could engage the attention of this Bureau are the clearer definition of the proper function of private schools, an endeavor to induce the colleges to break away from traditional requirements, the provision for broader secondary courses, methods of securing a more heterogeneous student body, methods of character formation, and means of interesting and providing for the needs of the mentally superior boys they attract.

It is improbable, however, that these larger schools will do more than adapt their methods to meet college requirements. Improvements in methods of teaching, and in studying individual cases, may be expected; their systems of administration give evidences of greater and greater efficiency; but there is every evidence that they will continue to regard college preparation as the main goal and all other objectives as by-products.

Three New Private School Foundations

The establishment of three recent private school foundations is of interest in considering probable future trends. The Lake Placid Club Foundation is to open a chain of schools on property in the Adirondacks. The boys' school is already in operation. Other units will include an elementary school, a girls' school, summer camps, and a junior college. It is the

first attempt to conduct so many varieties of private education under the same management.[13]

A unique school along progressive lines is provided for by Mrs. Theodate Pope Riddle in the Avon School of Connecticut. It has an estate of 3000 acres and is to emphasize individual instruction supplemented by group work. In its attempt to ignore the conventional college course, to give a cultural education in accordance with the interests of the individual, and provide well-balanced exploratory courses on the upper secondary rather than junior high school level, the new institution is a pioneer.[14] Dr. Charles W. Eliot, shortly before his death, wrote in a letter to the *New York Times:*

> I am able to testify that the general plan of Avon is highly interesting and promising, and that it is a bold and far-looking experiment in the secondary education of boys on the principles of the schools called 'progressive.'[15]

The third private school foundation is the $4,000,000 endowment left to Western Reserve Academy by the late James Lincoln Ellsworth. The calling together of a committee of prominent educators to consider the future direction of the school is an indication of the occasional but increasing tendency of the private schools to utilize all possible sources of information for guidance. Since the recommendations of this committee follow the general lines of the Avon plan, the work of these two schools may have a significant influence on the future secondary education.[16]

There is evidence in some parts of the country of a change in the status or even the discontinuance of private schools in proportion to the ability of the public schools to meet the educational needs of the community. The granting of public funds to private schools has led to arrangements of various sorts between the trustees of academies and the town authorities. In some

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[13] "Lake Placid School Catalogue." Lake Placid, New York: The Lake Placid School, 1926.

[14] "The Hotchkiss Record." Lakeville, Connecticut: The Hotchkiss School, November 3, 1926.

[15] Letter in the New York Times, New York: November 17, 1924.

[16] "The Conference of Western Reserve Academy." School and Society, 23: 594–595, May 8, 1926.

cases the towns pay tuition fees to the academies, in others the trustees have leased the school property to the towns, in still others the trustees and the town authorities act as a joint board.

In states where public money is not granted to private schools, many schools simply go out of business as the public schools increase in ability to replace them. Questionnaires sent to sixty-seven schools were returned with a notation from the postal authorities that the schools had been discontinued. Two of these letters were returned from New England, fifteen from the Middle Atlantic States, twenty-seven from the South, eleven from the North Central states, five from the Southwest, and seven from the Pacific Coast. The questionnaires were returned from thirty-five other schools with the information that they had combined in some way with the public schools. Sixteen of these were in New England, eleven in the South, and the remainder scattered in the Middle Atlantic, North Central, and Southwestern states. All the evidence points to a considerable replacement of private educational effort by the public schools in all parts of the country.

II. THE PLACE OF PRIVATE SCHOOLS IN AN AMERICAN DEMOCRACY

The definite attempt has been made up to this point to use only quantitative data as a basis for the conclusions drawn. In discussing the place of private schools in an American democracy, however, there are no quantitative data; and opinion must be substituted. Opinion on this controversial subject depends mainly upon the meaning and connotation of the word "democracy". A strict dictionary definition is of little assistance since it stresses the primary meaning of "government by the people" or a "representative government where there is equality of rights without hereditary or arbitrary differences

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[17] Webster's New International Dictionary of the English Language Springfield, Massachusetts: The Merriam Company, 1925.

in rank or privilege".[17] It is the connotation read into this definition that has given rise to discussion.[18]

An assumption that training for a democracy can be given only in public schools lay at the basis of the Oregon law which attempted to compel the attendance of all children in such schools. It is also the theory of those who maintain that the presence of all the children of all the people in the public schools will promote Americanism and break down the barriers of economic and class distinctions. Such a theory tacitly assumes that the private schools do foster undemocratic ideals and that their graduates are less fitted instead of better fitted to play their rightful part in the American system of co-operative life and government.

The idea that the enforced association of all children in any one type of school will bring about a definite result solely because of that association rests upon a belief in the automatic and inevitable transfer of training. The case has been stated by one writer as follows:

> The assumption that training for a democracy can be given only by a public school is based on the erroneous conception that democratic conduct results from a miscellaneous admixture of children during school days, regardless of whether or not the school makes any effort to secure such conduct through its educational facilities. Training for efficient participation in a democratic society cannot be left to the incidental results that may or may not be desirable, that might accrue from the associating of many children of various mental, economic and social levels in the room and on the playgrounds of a

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[18] Recent writings which illustrate varying meanings of the word are:
BUTLER, N. M. Speech at the 184th Anniversary of the Birth of Thomas Jefferson, reported in the New York Times, New York: April 14, 1927.
CANNON, CORNELIA. "American Misgivings." Atlantic Monthly, 129: 145–157, February, 1922.
INGE, DEAN. "Democracy and the Future." Atlantic Monthly, 129: 289–298, March, 1922.
LIPPMANN, WALTER. "The Basic Problem of Democracy." Atlantic Monthly, 124: 616–627, November, 1919.
TRAQUAIR, RAMSAY. "The Caste System of North America." Atlantic Monthly, 131: 417–423, March, 1923.
SUZZALLO, HENRY. Our Faith in Education. Philadelphia: J.B. Lippincott Company, 1924.

public school. Toleration and respect for others of different levels do not necessarily come from mere association.[19]

There are undoubtedly private schools in the country which do not justify their existence in the terms of the social values returned. There may be those whose general tone plays a part in developing undesirable and undemocratic ideals. No scientific studies have proved the truth of the accusation any more than scientific studies have proved its falsity. Under these circumstances it is difficult to see the justice in a sweeping condemnation of private education. The private schools as a class believe democracy is best taught by holding as irrelevant any factor beyond the boy's real worth as examplified in his behaviour in the life of the school. The boarding schools further claim that detachment from possible family prejudices, the ignoring of financial and social status, the presence of many scholarship boys of high character, a personnel which comes from all parts of the country, and the general judgment of the group on the achievements of the boy make for the inculcation of democratic ideals.

Neither the theory of democracy by the forced association of all nor that held by the private schools can positively secure results, however, unless there is a conscious adaptation of the courses of study, and the organization and administration of the school to a social ideal and a utilization for the building up of that ideal of every school experience which may affect social behaviour.

The decision in the Oregon case apparently settled for all time the right of parents to educate their children in either public or private schools but under reasonable regulation by the state authorities. It remains, therefore, to point out the proper function of private education in the light of present day educational theories.

There is little disposition evident to question the value of

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[19] "Report of the Survey of the George School." George School, Bucks County, Pennsylvania: 1925. P. 8. See also RYAN, W. C. "Friends' Schools." Bulletin of Swarthmore College, Swarthmore, Pennsylvania: Volume XXIV, No. 3, Supplement, March, 1927, pp. 6–8.

private schools in providing education where public educational facilities are not fully adequate. Since the development of public education has been slow in the South, it is interesting to note that as it improves the private schools tend to yield their place. The presence of private schools undoubtedly has postponed the development of public secondary education. At the same time they may act as an incentive and furnish a standard to be attained by public education. To justify their existence, however, they must not merely duplicate existing agencies but render a distinct service in addition to that performed by existing agencies.

Such service may be of various kinds. Since college entrance requirements cannot be disregarded, such schools may furnish whatever special training is needed in case the public schools do not do this. This special training, however, should not be of the nature now prevalent. It should not consist of specific coaching extending throughout the whole year to the practical exclusion of other aims, but rather be in the nature of a by-product of a course arranged for its own intrinsic value.

Private schools are in a position to render a distinct service in caring for the brilliant boy. It is doubtful whether the public schools, because of the demands laid upon them by the needs of the dull, will be in a position for some time to come to care adequately for the brilliant boy. An enriched curriculum under stimulating teachers and with due attention to the interests of the individual is very practicable for the private school. The comparative independence of private institutions, their freedom from possible political influence, the wealth which they possess making possible the use of every scientific discovery, all these give them an unparalleled opportunity to offer the able boy the course which his ability deserves. The few attempts which have been made in this direction point the way to what may become the private schools' greatest service.

Not only have these schools the opportunity to provide for the able boy, but they may offer enriched programs for the normal individual. The facilities which they enjoy make possible an environment which may be made to yield greater activities and experiences than are possible in any but the

best public schools. Their usual location outside the large cities, their opportunity to select boys from varied social backgrounds, their greater monoply over the boy's time whether in a boarding or day school, make possible the furnishing of a broader experience than is now offered. To justify their existence they must use these advantages in such a way that their graduates will participate even more extensively in the general life of the community than they have done up to the present. The possession of superior advantages carries with it the obligation to render superior service.

Another service of private education which the public schools as now organized either do not or should not be expected to perform is to take entire charge of a boy. The theoretical justification for this is open to question, though the practical need is becoming increasingly greater. The children of broken homes need attention whether the cause be death, divorce, or the fact that both parents are workers. The supervision of such children in a boarding school seems the best substitute available at the present time.

The position of freedom from outside influences and the more flexible organization which private schools enjoy has led in the past to the experimentation with new educational ideas which have borne fruit in general educational practice. The tradition is being maintained in the work of certain progressive and laboratory schools. Not all schools can perform this valuable function, but more can participate than do. There is no general disposition evident to criticise those schools which seriously attempt to further in a constructive way the cause of education as a whole. There is a very evident general disposition to question the social value of those schools which take the sons of wealthy and influential citizens and subject them to a régime which perpetuates the educational practices of the past simply because they are traditional.

A good phrasing of the place of private schools in an American democracy is found in the statement of the aim of the Beaver Country Day School:

> It is a private school in that it is controlled by a Board of Trustees elected

by members of a corporation. It regards itself, however, as a part of the educational system of the country, in which the public schools are the major factor, and hopes by its independent position and flexible organization it will be able to contribute to education by more immediate and consistent demonstration of educational principles than is feasible in larger and more rigid systems.

III SUMMARY

There was a steady growth of the numbers of boys in private schools from 1900 to 1924 due primarily to the increased attendance in Catholic schools. While the attendance in non-Catholic schools increased 14 per cent in this period, that in Catholic schools increased 557 per cent. There is every indication that this denomination desires every Catholic child to be in a Catholic school, and that the present trend toward this sectarian instruction will continue.

There is evidence that private education is being influenced by general changes in educational theory and practice. Changes in administration are evident in the elimination of the academy as an integral part of private colleges, in the development of junior colleges, and in the growth of twelve-grade country day schools. The extension of secondary schools into the junior college field is distinctly apparent and there are valid reasons why this may help solve the problem of boys who wish more than the ordinary secondary school course, but who either cannot or do not wish to pursue a full four-years' course in college. The probability is that this development will increase.

The growth of the country day school has been marked since 1910. One type is quite clearly in competition with the secondary boarding school and seems destined to play an important part in college preparation. Assuming its ability to prepare its boys satisfactorily for college, the fact that there is a greater opportunity for home influences and contact with real life situations gives it a greater psychological appeal than does the monastic life of a boarding school.

The essentially college preparatory boarding schools appear the least touched by current educational thought, and the probability that they will emancipate themselves from college

domination appears small. There is evidence of a growing restiveness but not of any action. The probability is that they will continue to refine their internal methods of organization, administration and supervision, that they will continue to play a prominent part in college preparation, but not that they will affect secondary education in a constructive manner. They are followers rather than pioneers.

The progressive schools with a few notable exceptions have not markedly influenced private secondary education to date, since they have not been in existence long enough for their ideas to be adopted. The lack of sufficiently trained teachers, the disinclination of parents to permit their children to become the subject of experimentation, and the inertia of tradition will apparently prevent any general adoption of their theories unless the experiments at Lake Placid, Avon, and Western Reserve prove overwhelmingly successful.

The Supreme Court decision in the Oregon case gives private schools a legal right to exist but under reasonable regulations of public authorities. To justify their existence, it seems clear that they must do more than simply duplicate existing agencies. In view of their greater freedom and flexibility, their obvious function is to act as a variant to public education in performing those services which are difficult for the public school under existing circumstances.

Among these services are the offering of educational facilities where public schools are inadequate, and caring for special needs. Their greatest opportunity lies in their ability to provide enriched courses for the able as well as normal boy; their greatest potential danger in withdrawing the children of the more influential parents without a conscious attempt to inculcate proper ideals of the obligations incumbent upon those who have the greatest advantages.

IX

SUMMARY AND CONCLUSIONS

I

In Chapter I it is seen that the private schools of today show the influence of both the colonial ideas of education and of the academy system though with changed practices to meet modern conditions.

A. Thirteen institutions founded as Latin grammar schools still exist, and the college preparatory aim of the Latin grammar schools is one of the two dominant aims of private education today.

B. The middle colony parochial idea is seen in the Catholic school system and in many sectarian schools.

C. The conception of education as a charity, favored in the Southern colonies, is exemplified in gifts for schools where public education has not existed and in the bequests by philanthropic individuals for other schools.

D. One hundred thirty-seven private schools are still in existence which were founded before 1850.

II

General statistics as of the school year 1924–1925 are presented in Chapter II for all private schools admitting boys in grades seven to twelve so far as their existence could be found.

A. The total number of such schools is 2,432. The total number of boys in these schools enrolled in grades seven to twelve is 177,274.

B. Only one state, Nevada, contains no private schools. The others are seen to possess varying numbers, with those states lying between the Mississippi River and the Rocky Mountains containing fewer than in other sections of the country.

C. Catholic schools include 56 per cent of the total private schools studied, but only 49 per cent of the boys in these schools. They outnumber the other schools in all sections of the country

except in New England, the South, and on the Pacific Coast. Catholic schools have an average enrollment of sixty-three boys as compared with eighty-eight for the non-Catholic schools. Although twenty-four of these schools enroll more than five hundred boys, 41 per cent enroll less than ten. Seventy-eight per cent are coeducational, the majority are day schools, and they show a tendency toward the one to twelve grade arrangement. Only 13 per cent may be classified as essentially secondary as compared with 54 per cent of the non-Catholic.

D. The non-Catholic schools comprise 44 per cent of all private schools studied and 51 per cent of the enrollment. Eight contain more than five hundred boys, but, on the other hand, 58 per cent enroll less than seventy-five boys. Coeducation, while predominant in 60 per cent of the schools, varies in extent; only in the Middle Atlantic states do boys' schools predominate. Except for those classified as country day, non-Catholic schools tend less to the one to twelve arrangement and more to the essentially secondary type.

E. Lack of uniformity in the data available makes it impossible to say accurately what percentage of private schools are of the essentially boarding type. No data at all are presented for the Catholic Schools. The evidence points to the fact that about two-thirds of the non-Catholic schools admit boarding boys. Day school are of two types, urban and country day, the latter being a recent development. There is no evidence as to the existence of any Catholic country day schools. The sources examined indicate the existence of 116 non-Catholic country day schools of two types, college preparatory and progressive.

F. Accurate data in sufficient number to establish exact costs in Catholic schools could not be obtained. The few at hand point to a relatively low cost as compared to the non-Catholic institutions, due in part at least to the fact that the teachers, being members of religious orders, receive no salary. The fees charged in non-Catholic schools vary greatly, being appreciably higher in the Middle Atlantic states, in New England, and on the Pacific Coast than in other sections of the country. The median fee in non-Catholic boarding schools is $575; in day schools, $205.

G. The data show that only about 10 per cent of all private schools and from 20 to 30 per cent of all non-Catholic schools are run for profit. Many of these are the so-called "tutoring schools".

H. A number of boarding schools form somewhat of a unit as to their aims, methods, comparative size, and fees charged, so may be conveniently grouped as typically college preparatory schools.

I. Private education for boys is overwhelmingly sectarian, 79 per cent of the schools being under the influence of some religious denomination. There are more Catholic schools by 6 per cent than of all other private schools combined. The denominations other than the Catholic represented by twenty or more schools are, in order, the Baptist, the Methodist, the Presbyterian, the Protestant Episcopal, the Lutheran, the Adventist, the Friends, and the Congregationalist. None, however, include even 5 per cent of the total number of private schools.

J. Of all private institutions admitting boys in grades seven to twelve, 34 per cent have grades one to twelve, 31 per cent are essentially secondary, 23 per cent are essentially elementary but extend into the secondary grades, 7 per cent are senior colleges, and 5 per cent are junior colleges. The predominance of the first group is due to its being a favorite arrangement of the Catholic system of schools.

K. About 5 per cent of all private schools are of the essentially military type. Their average size is double that of the non-military schools, many are proprietary, and 35 per cent have a sufficiently strong religious affiliation to be noted.

III

In Chapter III, three principles are examined which have a bearing on the legal basis for the existence of private schools and for the state regulations under which they may be conducted. These are the police power of the state, the law of charitable uses, and corporate law as applied to educational institutions.

A. Application of the police power to private schools is seen

in state regulations concerning compulsory school age; the requirement of certain reports; the approval or inspection of the schools; the requirement that civics and United States history be taught, and the fact that English must be the language of instruction.

These regulations are found in half or more of the states. Others occurring less frequently deal with an obligatory oath of allegiance, fire protection, the display of the American flag and the certification of teachers. In case a state regulation is not thought to be reasonable, the school has the right of appeal to the United States Supreme Court as the final authority. An instance of this is seen in the decision in the Oregon case. A further application of the police power is seen in the constitutional provisions of eighteen states forbidding the use of public funds for any private school, and in the provisions of twenty-seven states that these funds may not be granted to sectarian schools. Only one state grants public money to sectarian schools, though six permit public funds to be granted to non-sectarian schools under certain conditions.

B. Private schools are universally favored by law in the several states, though in varying degrees. Forty-four states exempt the property of private schools from taxation, though twelve stipulate that the school must not be conducted for profit, and five that it must be a corporation. Twenty-six require the property so exempted to be used exclusively for educational purposes. In twenty-eight cases the exemption is mandatory; and in fifteen permissive. Court decisions show that in doubtful cases the question is settled in accord with the law of charitable uses which favors the schools as institutions coming under the definition of a charity.

C. Since the majority of private schools are incorporated, the question of corporate law as applied to educational institutions is important. It is found that the state has the authority to incorporate schools, granting them certain powers at the time of incorporation and respecting the rights of a donor to direct his charity. In the second place the state has the right to place limitations upon them at the time of incorporation, but once certain rights are granted a contract exists which cannot be

altered except by mutual consent. In the third place, the state may exercise a continuing control and, in the case of private schools, does so by regulations laid down under its police power. There is some evidence of a constructive policy toward the treatment of educational corporations as is seen in the laws of seventeen states, although there is little uniformity manifested.

D. There is no evidence other than the minimum regulations enumerated above that the states concern themselves with private schools except in a routine way. Here and there constructive legislation is found which might well be adopted all over the country; but, on the whole, the information given by state officials, the lack of data printed in state reports, and the paucity of legislation suggest that the state authorities are satisfied with private school conditions as they exist, or are so engaged with other duties that little time is available to be devoted to private education.

IV

A. Aims.

(1) An examination of official statements of the Catholic Church and an intensive study of two hundred non-Catholic private schools in Chapter IV leads to the conclusion that the dominant aim of private education is to furnish religious or ethical training in an intellectual atmosphere.

(2) In the non-Catholic schools, college preparation ranks next to the formation of ethical character as an objective. These two are paramount in more than 75 per cent of two hundred non-Catholic schools studied intensively.

(3) The other aims of these non-Catholic schools may be conveniently grouped under the following headings in the order of frequency of occurrence: health, meeting the needs of individuals, the formation of desirable habits, citizenship and leadership, the education of non-college students, manners and general culture, acting as a supplement for or a substitute for the home, furnish the mental discipline of a liberal training.

(4) These are not mutually exclusive as many interconnections and intercorrelations are evident. Neither are they an

ideal statement of aims. Comparatively few private schools show any appreciable influence of current aims of education.

(5) The evidence shows that relatively few private schools have individual financial gain as one of the objectives.

B. Curriculum.

(1) An intensive study of the curriculum of forty private schools of all types compared with a similar study of the high schools of fifteen large cities indicates that the private school curriculum is relatively inflexible and that the offering of courses is smaller. The influence of the entrance requirements of large colleges in the East through the medium of the examinations offered by the College Entrance Examination Board tends to restrict the offerings of the schools to the traditional linguistic and abstract studies. The newer vocational and appreciation subjects receive little attention.

(2) More constants are found in the private schools than in the public schools, and the emphasis laid on various subjects is different. In the ninth grade about 60 per cent of the work is required; in the tenth, 45 to 50 per cent; in the eleventh, 35 per cent; and in the twelfth, 30 per cent. Of all the subjects required in grades IX to XII, 38.6 per cent is devoted to English, 19.4 per cent to mathematics, 11.7 per cent to the social sciences, 10.6 per cent to foreign languages, 7.3 per cent to miscellaneous subjects, and 6. 6 per cent to Bible and religious topics. The electives offered are limited in number and so restricted by the college entrance requirements that they are practically constants.

C. Methods of Carrying Out Aims.

(1) The methods employed to carry out the stated objectives of private schools are both direct and indirect. The curriculum is a direct means of carrying out the college preparatory aim. Other direct means are the formal teaching of religion to assist in character building, insistence upon specific ways of doing certain acts to build habits, games and play to promote health, and active participation in school activities to build up social habits and qualities of leadership.

(2) By far the greater part of the methods employed are indirect. Association with masters and boys of high character, the general discipline of the school, and participation in a mag-

nified form of home life, are the most common. Great emphasis is placed on participation in outside activities. There is evident an endeavor to allow the pupils some voice in the making or the carrying out of the rules of the school.

V

The facts presented in Chapter V on the student and faculty personnel of private schools are type studies, not a complete treatment of all achools.

A. Students.

(1) The majority of boys in two hundred boarding schools are shown to come from territory contiguous to the school, though in the larger schools they come from all over the United States.

(2) The real reasons for attendance in these schools are conjectural.

(3) Data based on the intelligence test scores of boys in sixteen schools show a uniformly high average intelligence quotient.

(4) Data from three schools show a considerable percentage of overageness.

(5) The fathers of the boys in six schools are shown to be engaged in occupations of the higher levels. The proprietor, professional, and higher managerial classes include 75 per cent of the fathers of boys in the particular schools studied. Since three different types of schools are included, the conclusion is that they typify private schools as a whole.

(6) The percentage of elimination in eight schools ranged from 9 to 46 per cent in one year, the mean being 24 per cent. The mean percentage of elimination in five other schools in two years was 34 per cent. In view of the careful selection exercised and the individual attention given, this is relatively high.

B. The Faculty.

(1) From the fact that 86 per cent of the men teachers in 212 private schools had a baccalaureate degree and 27 per cent a higher degree, the conclusion is drawn that private school teachers are well prepared in their chosen subjects.

(2) There is not any evidence of any considerable amount of professional preparation on the part of these teachers. The lack of evidence of professional training and the unmistakable evidence of traditional practices in methodology make a legal requirement for certification of private school teachers on the same basis as public school teachers a most desirable practice.

(3) There is evidence of a considerable turnover in the teaching staff of twenty-seven private schools. Forty-eight per cent of the teachers had had less than five years' service with the particular school where they were then employed. But 30.9 per cent of the teachers in the schools studied had been with the school more than ten years.

(4) In one boarding school the median number of classes taught was nineteen per week with a median number of pupil periods of 273. This is about half that in public schools, but is compensated for by the duties involved in connection with constant association with the boys for twenty-four hours a day.

(5) Two surveys show that tenure in boarding schools is rather stable, though resting on no legal contract.

(6) From the same sources it is shown that the boarding school salaries are relatively high when certain perquisites are counted in. There is no evidence of any scientific salary scale based on preparation, duties, or years of service. The amount of salary rests to a large extent on the judgment of the various headmasters, and the lack of any legal standing on the part of the teachers is not ethically sound.

(7) Eight of the larger schools permit leaves of absence or sabbatical years after a relatively long period of service.

(8) Twelve schools in 1922 had made provisions for the retirement of teachers by taking out policies in the Teachers' Insurance and Annuity Association of the Carnegie Foundation, and there is evidence of an interest on the part of the schools towards the installation of scientific retirement systems.

(9) In general there is an increasing trend toward a recognition of the value of superior teachers in private schools and a more general inclination to better their living conditions.

VI

Information as to the organization and administration of private schools as developed in Chapter V is difficult to obtain, and much must be inferred from the limited sources available.

A. General Organization

(1) The majority of non-proprietary schools not of the Catholic faith are incorporated, and have boards of trustees ranging from three to twenty-five or more members. There is no uniformity as to the size of the board though the most frequently occurring number in 174 schools is thirteen. The larger and better known schools have boards of trustees ranging in number from three to fifteen persons. In all but one case the headmaster is a member of the board. In these schools the function of the board is legislative, the executive side being left their educational expert—the headmaster. In the smaller schools numerous committees of the board appear, with a corresponding decrease in the executive functions assigned to salaried members of the staff. This leads to the inference that the trustees assume executive functions when continuity of office on the part of the executives is not reasonably certain. The alumni of the schools are frequently found on the boards, often by virtue of its by-laws. In some of the newer schools, particularly the country day schools, an advisory board of prominent educators is found.

(2) A great divergence is found in the ownership and administrative organizations of denominational schools. The Roman Catholic Church has an elaborate system of schools organized on a diocesan system comparable in its main outlines to the state systems of public schools.

(3) The schools under the other denominations do not form an organized system, though in most cases there is a denominational board of education which exercises a loose advisory supervision. The schools exist as independent entities, though they may be under the direct control of a single church, of a group of churches, or the general church body. Trustees may be alumni, clergymen, or laymen, and may be elected for life or for a term of years.

B. Business Administration.

(1) There are two sides to private school administration, scholastic and business. In the schools studied—all large boarding schools—there was considerable uniformity as regards the former, more divergence as regards the latter. The business or service side is organized in three main divisions: accounts, buildings and grounds, and food and lodging arrangements. Certain of the larger schools show balance sheets of from one to three million dollars, so efficient business methods are necessary. Differences in detail occur but not in principles.

C. Scholastic Administration.

(1) On the scholastic side there is a greater difference seen in organization. One type is a highly centralized line and staff organization with the officer in charge of each function directly responsible to a superior, all leading to the headmaster as final authority. The other is a committee organization.

(2) The problems involved in the scholastic side of the school concern, primarily, such matters as records and dispatching, admission and classification, the supervision of study, promotion, discipline, the management of extra-classroom activities, and the provision for younger boys. The problems are common to all, though the method of handling them varies.

(3) Hitherto, no clearing house for information and the mutual study of problems has been available, but the organization of a Research Bureau functioning through the Secondary School Examination Board, and the formation of the Association of Business Officers are steps toward more effective cooperation.

VII

The truth concerning the results obtained by private schools probably lies midway between the extravagant claims of its partisans and bitter attacks of its opponents.

A. Scholastic and College Success.

(1) Evidence given in Chapter VII, reports from the United States Bureau of Education and from the reports of the College Entrance Examination Board show that private schools are successful in fulfilling one of their main aims—that of college preparation.

(2) Evidence from these colleges shows that the graduates of such schools are not so successful in doing satisfactory scholastic work in college. An intensive study of private and public school graduates at a large Eastern college as well as the report of the Dean of Freshmen at Yale show that the latter boys do the best scholastic work.

(3) Evidence from three universities shows that the private school graduate shows a tendency to neglect the scholastic and over-emphasize the non-scholastic side of college life. There is evident a belief that this is due, in part, to the methods of the school.

B. Success in Life.

(1) The second great aim of private schools is that of character building. Quantitative data are not available to measure the influence of the private school training in this field. Its graduates play an important part in the altruistic, business, civic, educational, and religious life of their communities, and this may be due in some measure to the school. To what extent cannot be measured. Character as displayed in behaviour is too complex and the resultant of too many varied forces to be rightfully attributed to any one.

(2) The position of leadership to which certain private school graduates have attained is indisputable. The mention of those who have succeeded and the ignoring of those who have failed, as is often the case, leads to an unwarranted belief in the efficiency of private school methods. This belief is not substantiated by facts, and cannot be proved unless the records of all boys attending the school are examined. On the other hand, the fact that every successful private school graduate can be matched by an equally successful public school graduate is not a proof that the private school does not carry out its aims.

(3) The unfortunate fact that any discussion of private school success or failure is linked with a comparison of public school failure or success beclouds the real point at issue.

(4) The truth seems to be that the private school is as successful as are other social institutions, but not more so; it is only one of a number of influences that act on the individuals concerned.

VIII

A. Present and Probable Future Trends.

(1) In considering the present and future trends of private schools in Chapter VIII it is seen that there has been an increase of 95 per cent in the total private school attendance from 1900 to 1924 due particularly to a 557 per cent increase in Catholic schools. Non-Catholic schools during this period increased only 14 per cent. There is no evidence that this increase in private school attendance will not continue.

(2) There is evidence that private education is being influenced by general changes in educational theory and practice. Changes in administration are evident in the elimination of the academy as an integral part of private colleges, in the development of junior colleges, and in the growth of twelve-grade country day schools. The extension of secondary schools into the junior college field is distinctly apparent, and there are valid reasons why this may help solve the problem of boys who wish more than the ordinary secondary school course but who either cannot or do not wish to pursue a full four-years' course in college. The probability is that this development will increase.

(3) The growth of the country day school has been marked since 1910. One type is quite clearly in competition with the secondary boarding school, and seems destined to play an important part in college preparation. Assuming its ability to prepare its boys satisfactorily for college, the fact that there is a greater opportunity for home influences and contact with real life situations gives it a greater psychological appeal than does the monastic life of a boarding school.

(4) The essentially college preparatory boarding schools appear the least touched by current educational thought and the probability that they will emancipate themselves from college domination appears small. There is evidence of a growing restiveness but not of any constructive action. The probability is that that they will continue to refine their internal methods of organization, administration, and supervision, that they will continue to play a prominent part in college preparation, but not that they will affect secondary education in a constructive manner.

(5) The progressive schools, with a few notable exceptions, have not markedly influenced private secondary education to date, since they have not been in existence long enough for their ideas to be adopted. The lack of sufficiently trained teachers, the disinclination of parents to permit their children to become the subject of experimentation, and the inertia of tradition will apparently prevent any general adoption of their theories unless the experiments at Lake Placid, Avon, and Western Reserve prove overwhelmingly successful.

B. Place of Private Schools in an American Democracy.

(1) The Supreme Court decision in the Oregon case gives private schools a legal right to exist, but under reasonable regulations of public authorities. To justify their existence, however, it seems clear that they must do more than simply duplicate existing agencies. In view of their greater freedom and flexibility, their obvious function is to act as a variant to public education in performing those services which are difficult for the public school to undertake under existing circumstances.

(2) Among these services are the offering of educational facilities where public schools are inadequate, and caring for special needs. Their greatest opportunity lies in their ability to provide enriched courses for the able as well as normal boy; their greatest potential danger in withdrawing the children of the more influential parents from the public schools, and not attempting to inculcate proper ideals of social and civic relationships and of the obligations incumbent upon those who have the greater advantages.

APPENDIX A (Master Table)

List of Non-Catholic Schools in the United States Admitting Boys. (As of School Year, 1924-1925.)

The following list resulted from an extended inquiry aimed at obtaining as full a count as possible of private schools admitting boys in grades seven to twelve. The non-Catholic schools are listed by name, but, in the case of the Catholic schools, totals alone are given and combined with the results of the study of the non-Catholic institutions. The method of obtaining the data is described in Chapter II.

Column 1 contains the name of the school, its location, and the date of its establishment.

Column 2 gives the source of information. The abbreviations have the following significance:

"A" Report from the Church Board of Education of the denomination.
"C" Catalogue of the school, 1923–24, 1924–25, or 1925–26.
"E" *United States Bureau of Education Bulletin*, 1925, No. 23.
"H" Sargent's Handbook of American Private Schools, 1925–26.
"P" Patterson's American Educational Directory, 1926.
"Q" Questionnaire.
"S" Report of State Commissioner of Education of the state named.
"U" *United States Bureau of Education Bulletin*, 1925, No. 45.

Column 3 shows the church affiliation or control.

Column 4 shows the grades included in the school.

Column 5 shows the type of school, boys' or coeducational.

Column 6 shows the number of boys in grades seven to twelve. An asterisk (*) shows that the number is estimated.

Column 7 shows the fee charge if a boarding school.

Column 8 shows the fee charged if a day school.

Column 9 shows whether the school is proprietary (P), non-proprietary (NP), or, in cases where information could not be obtained, doubtful (D).

Column 10 gives additional miscellaneous information as to whether a school is of the tutoring type, of the military type, or for the colored race.

An "X" means that the school falls under the type indicated in the heading, but that no further information could be obtained.

1	2	3	4	5	6	7	8	9	10
Booth Preparatory and Tutoring School, New Haven, 1897	H	NS[1]	9–12	Boys	...	.....	$150	D	Tutoring
Brunswick School, Greenwich, 1912.	C	NS	1–12	Boys	89	.....	250–375	NP	
Buckeley School, New London, 1849	E	NS	9–12	Boys	419	.....	Free	NP	
Carmel Hall, Stratford, 1921	Q	NS	1–12	Boys	34	$700–1500[2]	500	P	
Cherry Lawn School, Darien, 1915	Q	NS	5–12	Coed	9	1350	.....	NP	
Choate School, Wallingford, 1896	Q	NS	7–12	Boys	364	1500	.....	NP	
Collegiate School, New Haven, 1916	Q	NS	9–12	Coed	167	.....	225	P	
Community School, New Canaan, 1912	Q	NS	K–8	Coed	12	.....	75–300	NP	
Connecticut Junior Republic, Litchfield	Q	NS	6–11	Boys	100	X	.....	NP	
DeMotte School, Norwalk, 1921	Q	NS	3–12	Boys	30	1000–1100	250–300	P	
Edgewood School, Greenwich, 1921.	QH	NS	K–12	Coed	30*	1400	250–450	NP	
Fox Tutoring School, New Haven, 1901	H	NS	8–12	Boys	20	.....	500	D	Tutoring
Gilbert School, Winsted, 1895	C	NS	9–12	Coed	119	.....	Free–100	NP	
Grail School, Fairfield, 1908	Q	NS	6–12	Coed	34	1500–1800	X	P	Tutoring
Gunnery School, Washington, 1850.	Q	NS	7–12	Boys	82	1200	275	NP	
Hamden Hall, Whitneyville, 1912	H	NS	5–12	Boys	40	.....	X	D	
Harstrom School, Norwalk, 1899	Q	NS	10–12	Boys	20	1500–2000	.....	P	Tutoring
Hopkins Grammar School, New Haven, 1660	C	NS	7–12	Boys	44	.....	400–450	NP	
Hotchkiss School, Lakeville, 1892	C	NS	9–12	Boys	307	1400	.....	NP	
Indian Mountain School, Lakeville, 1922	Q	NS	3–8	Boys	20	1300	.....	P	
Kent School, Kent, 1906	C	PE[3]	8–12	Boys	218	750	.....	NP	
King School, Stamford, 1876	Q	NS	1–12	Boys	40	.....	300	NP	
Kingswood School, Hartford, 1916	C	NS	5–12	Boys	54	.....	600	NP	
Litchfield School, Litchfield, 1900	Q	NS	1–8	Boys	25	1200	325	P	

[1] Non-Sectarian.

[2] Figure given in columns 7 and 8 include prices from the lowest grade in the school to the highest. They are not necessarily the prices in grades seven to twelve, since many schools did not send data in such form that prices in the purely secondary grades could be presented.

[3] Protestant Episcopal.

1	2	3	4	5	6	7	8	9	10
Loomis Institute, Windsor, 1914....	C	NS	9–12	Boys	216	$ 700	.....	NP	
Massee School, Stamford, 1906.....	Q	NS	1–12	Boys	61	985	$175–350	P	Tutoring
Milford School, Milford, 1908.....	Q	NS	9–12	Boys	100	2500	.....	P	Tutoring
Morgan School, Clinton, 1871.....	H	NS	1–12	Coed	50*	.....	.....	NP	
Norwich Free Academy, Norwich, 1854.....	C	NS	9–12	Coed	345	.....	X	NP	
Pomfret School, Pomfret, 1894.....	C	PE	7–12	Boys	131	1350	.....	NP	
Rectory School, Pomfret, 1920.....	Q	PE	4–9	Boys	20	1300	400	P	
Ridgefield School, Ridgefield, 1907..	Q	PE	7–12	Boys	46	1450	.....	NP	
Rippowam Boys' School, Stamford, 1922.....	H	NS	1–12	Boys	18	2000	X	D	
Roxbury School, Cheshire, 1903....	CH	NS	10–12	Boys	107	2000	.....	P	
Rumsey Hall School, Cornwall, 1921	Q	NS	1–9	Boys	25*	1500	.....	P	
Salisbury School, Salisbury, 1901...	C	PE	8–12	Boys	82	1300	.....	NP	
South Kent School, So. Kent, 1923..	Q	PE	8–12	Boys	52	900	.....	NP	
Suffield School, Suffield, 1833.....	C	Baptist	4–12	Coed	117	800–900	.....	NP	
Taft School, Watertown, 1890.....	Q	NS	8–12	Boys	270	1500	.....	P[1]	
University School, Bridgeport, 1892.	Q	NS	8–12	Boys	40	900	200	P	
Unquowa School, Bridgeport, 1916..	Q	NS	K–8	Coed	22	.....	125–400	NP	
Watkinson School, Hartford, 1884..	Q	NS	3–8	Coed	5*	X	.....	NP	
Westminster School, Simsbury, 1888	C	NS	8–12	Boys	119	1500	.....	D	
Wheeler School, No. Stonington, 1889	Q	NS	8–12	Coed	18	600	Free to 75	NP	
WoodstockAcademy,Woodstock,1801	Q	NS	9–12	Coed	30	.....	60	NP	

45 Private Schools	4151
3 Catholic Schools	218
48 Total	4369

[1] See p. 230.

1	2	3	4	5	6	7	8	9	10
Abbott School, Farmington, 1844...	Q	NS	9–12	Boys	32	$1200	.....	NP	
Anson Academy, No. Anson, 1823..	H	NS	7–12	Coed	15*	.....	$60	NP	
Aroostook Central Institute, Mars Hill, 1906.....	C	NS	9–12	Coed	58	.....	Free	NP	
Berwick Academy, So. Berwick, 1791	Q	NS	9–12	Coed	65	.....	60	NP	
Bluehill-George Stevens Academy, Bluehill, 1803.....	Q	NS	10–13	Coed	24	.....	Free to 50	NP	
Bridge Academy, Dresden Mills, 1891	Q	NS	9–12	Coed	18	.....	60	NP	
Bridgeton Academy, No. Bridgeton, 1808.....	C	NS	9–12	Coed	84	300	60	NP	
Calais Academy, Calais, 1850.....	Q	NS	9–12	Coed	121	.....	60	NP	
Coburn Classical Institute, Waterville, 1820.....	C	Baptist	9–12	Coed	90	450	175	NP	
Eastern Maine Institute, Springfield, 1866.....	Q	NS	1–12	Coed	15	.....	60	NP	
East Corinth Academy, E. Corinth, 1843.....	H	NS	....	Coed	36*	.....	.....	NP	
East Maine Conference Seminary, Bucksport, 1848.....	C	Methodist	9–12	Coed	103	330	90	NP	
Erskine Academy, So. China, 1887..	Q	NS	9–12	Coed	21	X	60	NP	
Foxcroft Academy, Dover-Foxcroft, 1823.....	H	NS	9–12	Coed	115*	.....	.....	D	
Freedom Academy, Freedom, 1836.	H	NS	9–12	Coed	23*	.....	.....	D	
Fryeburg Academy, Fryeburg, 1792.	Q	NS	9–12	Coed	52	500	75	NP	
Goodwill Farm School, Hinckley, 1889	H	NS	5–12	Coed	....	175	.....	NP	
Gould Academy, Bethel, 1836.....	C	NS	9–12	Coed	65	X	X	NP	
Greeley Institute, Cumberland Center, 1868.....	CH	NS	9–12	Coed	16*	.....	Free to 75	NP	
Hampden Academy, Hampden, 1803	QE	NS	9–12	Coed	56	.....	60	NP	
Hartland Academy, Hartland.....	E	NS	9–12	Coed	52	X	.....	D	
Hebron Academy, Hebron, 1804....	C	Baptist	9–12	Boys	159	500–700	.....	NP	
Higgens Classical Institute, Charleston, 1837.....	C	Baptist	9–12	Coed	83	300	85	NP	

1	2	3	4	5	6	7	8	9	10
Kents Hill Seminary, Kent's Hill, 1824	C	Methodist	9–12	Coed	108	$375	.....	NP	
Leavitt Institute, Turner Center, 1896	C	NS	9–12	Coed	48	325	X	NP	
Lee Academy, Lee, 1845	Q	NS	9–12	Coed	48	180	$60	NP	
Limington Academy, Limington, 1848	Q	NS	9–12	Coed	26	180	Free	NP	
Lincoln Academy, New Castle, 1801	Q	NS	9–12	Coed	89	.....	75	NP	
Litchfield Academy, Litchfield, 1845	Q	NS	9–12	Coed	14	.....	60	NP	
Maine Central Institute, Pittsfield, 1866	C	Baptist	9–12	Coed	93	360	90	NP	
Monmouth Academy, Monmouth, 1803	Q	NS	9–12	Coed	45	.....	75	NP	
North Yarmouth Academy, Yarmouth, 1813	C	NS	9–12	Coed	21	330	75	NP	
Parsonfield Seminary, No. Parsonfield, 1832	QH	NS	9–12	Coed	35*	450	.....	NP	
Patten Academy, Patten, 1847	Q	NS	10–13	Coed	80	.....	60	NP	
Pennell Institute, Gray, 1876	C	NS	9–12	Coed	20	.....	15	NP	
Pine Tree Academy, Auburn, 1920	Q	Adventist	9–12	Coed	....	300–350	.....	NP	
Portland Country Day School, Portland, 1915	Q	NS	5–12	Boys	24	.....	350	NP	
Potter Academy, Sebago, 1895	C	NS	9–12	Coed	36	.....	Free to 60	NP	
Ricker Classical Institute, Houlton, 1848	Q	Baptist	9–13	Coed	50	309	.....	NP	
Thraip Academy, Kittery, 1897	EH	NS	9–12	Coed	64	.....	X	D	
Thornton Academy, Saco, 1813	EH	NS	9–12	Coed	122	X	X	NP	
Washington Academy, E. Machias, 1792	QE	NS	9–12	Coed	58	.....	60	NP	
Wilton Academy, Wilton, 1867	Q	NS	9–12	Coed	72	.....	45	NP	

43 Private Schools	2356
8 Catholic Schools	497
51 Total	2853

1	2	3	4	5	6	7	8	9	10
Allen School, West Newton, 1832...	Q	NS	7–12	Boys	57	$1200	$375	NP	
American International College, Springfield, 1885.....	C	NS	9–12	Coed	59	350	126	NP	
Atlantic Union College, So. Lancaster, 1882.....	QC	Adventist	9–16	Coed	86	375	.....	NP	
Belmont Hill School, Belmont Hill, 1923.....	Q	NS	3–12	Boys	68	1000–1250	450–500	NP	
Berkeley Preparatory School, Boston, 1908.....	H	....	....	Boys	75	.....	300	P	Tutoring
Berkshire School, Sheffield, 1907....	Q	NS	8–12	Boys	119	1500	.....	NP	
Bridgeman School, Shirley Center, 1925.....	Q	Cong.[1]	6–10	Boys	12	1200	300	D	
Brown and Nichols School, Cambridge, 1883.....	Q	NS	5–12	Boys	130	.....	450–500	P	
Chauncy Hall School, Boston, 1828.	CE	NS	9–12	Boys	125	700	400	D	
Chestnut Hill School, Chestnut Hill, 1860.....	Q	NS	K–8	Coed	74	.....	125–425	NP	
Country Day School for Boys of Boston, Newton, 1907.....	CH	NS	5–12	Boys	175	.....	500	P	
Curtis Peabody School, Boston.....	H	NS	1–12	Coed	10*	.....	300	D	Tutoring
Cushing Academy, Asburnham, 1875	Q	NS	9–12	Coed	173	750	.....	NP	
Dean Academy, Franklin, 1865.....	Q	Universalist	8–13	Coed	220	425–575	.....	NP	
Deerfield Academy, Deerfield, 1797.	Q	NS	9–12	Boys	160	1275	.....	NP	
Derby Academy, Hingham, 1784...	HQ	NS	K–12	Coed	25*	1000	150–400	NP	
DeWitt Clinton Hebberd School, Newton, 1920.....	Q	NS	8–12	Boys	51	1250	450	NP	
Dummer Academy, So. Byfield, 1763	Q	NS	6–12	Boys	82	1000	250	NP	
Eastern Nazarene College, Wollaston, 1900.....	CH	Nazarene	9–16	Coed	38	.....	.....	NP	

[1] Congregational

MASSACHUSETTS—*Continued*

1	2	3	4	5	6	7	8	9	10
Ebert School, Groton, 1920	Q	NS	9–12	Boys	...	.....	.....	P	Tutoring
The Fay School, Southboro, 1866	C	NS	3–8	Boys	24	$1500	.....	P	
The Fessenden School, West Newton, 1903	Q	NS	3–8	Boys	110	1500	$600	P	
Framingham Country Day School, Framingham, 1922	Q	NS	K–10	Coed	7	.....	250–500	NP	
Friends' Academy, New Bedford, 1810	Q	Friends	K–12	Coed	76	.....	185–500	NP	
Groton School, Groton, 1884	Q	PE	7–12	Boys	180	1200	.....	NP	
The Hallock School, Great Barrington, 1908	H	NS	7–12	Boys	36	1100	.....	D	
Hillside School, Greenwich Village	Q	Cong.	5–8	Boys	20*	Free–300	.....	NP	
Hoblit's Preparatory School, Roxbury, 1910	Q	NS	9–12	Boys	....	.....	300	P	Tutoring
Hopkins Academy, Hadley, 1664	Q	NS	9–12	Coed	50	.....	100	NP	
The Huntington School, Boston, 1909	Q	YMCA[1]	8–12	Boys	241	.....	425	NP	
Kenmore School, Boston, 1923	H	CS[2]	1–12	Coed	5*	1200	150–400	D	
Lawrence Academy, Groton, 1793	Q	NS	7–12	Boys	50	900	.....	NP	
Long Meadow School, Longmeadow, 1923	Q	NS	1–8	Boys	2	.....	750	NP	
Longwood Day School, Brookline, 1913	Q	NS	K–9	Boys	29	.....	375–500	P	
Manter Hall School, Cambridge, 1880	HQ	NS	9–12	Boys	50*	X	X	P	Tutoring
Middlesex School Concord, 1901	Q	NS	7–12	Boys	164	1300	.....	NP	
Milton Academy, Milton, 1798	C	NS	7–12	Coed	216	1250	400	NP	
The Mitchell School, Billerica, 1870	Q	NS	1–12	Boys	20	1350	.....	P	Military

[1] Young Men's Christian Association.
[2] Christian Science.

1	2	3	4	5	6	7	8	9	10
Monson Academy, Monson, 1804...	Q	NS	7–12	Boys	24	$1050	$250	NP	
The Mt. Hermon School, Mt. Hermon, 1881	Q	NS	9–12	Boys	664	292	.....	NP	
Mt. Prospect School, Waltham, 1924	H	NS	7–12	Boys	6	.....	.....	D	
Noble and Greenough School, Dedham, 1866	Q	NS	7–12	Boys	125	1300	500	NP	
North Shore Country Day School, Phillips Beach, 1922	Q	NS	K–12	Coed	11	.....	150–450	P	
Northside School, Williamstown, 1900	Q	NS	9–12	Boys	37	1800	.....	P	
Phillips Academy, Andover, 1778..	C	NS	9–12	Boys	650	600–1050	.....	NP	
The Rivers School, Brookline, 1915.	Q	NS	1–12	Boys	75	.....	600	NP	
Roxbury Latin School, Roxbury, 1645	C	NS	7–12	Boys	159	.....	Free to 175	NP	
St. Mark's School, Southboro, 1865.	Q	PE	7–12	Boys	190	1400	.....	NP	
Sanderson Academy, Ashfield, 1817.	Q	Cong.	9–12	Coed	....	.....	Free to 100	NP	
Stone School, Boston, 1879.....	H	NS	9–12	Boys	62	.....	360	D	
Tabor Academy, Marion, 1876.....	H	NS	8–12	Boys	60	1000	.....	NP	
Thayer Academy, So. Braintree, 1877	Q	Unitarian	8–12	Coed	150	.....	180–250	NP	
Tower School, Salem, 1912.....	Q	NS	K–11	Coed	3	.....	110–375	P	
Tutoring School, Brookline, 1915...	Q	NS	9–12	Coed	25	.....	X	P	
Wilbraham Academy, Wilbraham, 1817	Q	Methodist	8–12	Boys	60	1000	.....	NP	
Williston Academy, Easthampton, 1841	Q	NS	5–12	Boys	180	560–950	200	NP	
Worcester Academy, Worcester, 1834	C	NS	8–12	Boys	250	1085	.....	NP	
57 Private Schools					5750				
32 Catholic Schools					3792				
89 Total					9542				

1	2	3	4	5	6	7	8	9	10
Appleton Academy, Ipswich, 1789..	Q	NS	9–12	Coed	4	.....	$ 70	NP	
Atkinson Academy, Atkinson, 1787.	Q	NS	9–12	Coed	10	.....	100	NP	
Austin Cate Academy, Center Stafford, 1833.....	SH	NS	9–12	Coed	20	.....	55	NP	
Brewster Free Academy, Wolfeboro, 1820.....	C	NS	9–12	Coed	118	$290–340	Free	NP	
Clark School, Hanover, 1919.....	C	NS	9–12	Boys	60	1200	.....	P	
Coe's Academy, Northwood Center, 1867.....	Q	NS	9–12	Coed	23	500	90	NP	
Colby Academy, New London, 1837	C	Baptist	9–12	Coed	49	550	X	NP	
Dow Academy, Franconia, 1844....	S	NS	7–12	Coed	31	.....	.....	NP	
Hampstead High School, Hampstead	S	NS	9–12	Coed	14	.....	.....	NP	
Hampton Academy, Hampton.....	S	NS	9–12	Coed	24	.....	.....	NP	
Hancock High School, Hancock....	S	NS	9–12	Coed	9	.....	.....	NP	
Holderness School, Plymouth, 1879.	C	PE	8–12	Boys	61	750	.....	NP	
Kimball Union Academy, Meriden, 1813.....	C	Cong.	9–12	Coed	74	500	.....	NP	
New Hampton Literary Institute, New Hampton, 1821.....	C	NS	9–12	Boys	44	600	120	NP	
Nute High School, Milton.....	S	NS	9–12	Coed	25	.....	Free to 60	NP	
Pembroke Academy, Pembroke, 1818	SH	NS	9–12	Coed	31	.....	70	NP	
Phillips Exeter Academy, Exeter, 1781.....	C	NS	9–12	Boys	676	700–1000	.....	NP	
Pinkerton Academy, Derry, 1814...	SC	NS	9–12	Coed	154	500	90	NP	
Proctor Academy, Andover, 1848...	C	Unitarian	9–12	Coed	66	800	.....	NP	
Quimby School, Sandwich.....	S	NS	9–12	Coed	9	.....	.....	NP	
St. Paul's School, Concord, 1855....	C	PE	7–12	Boys	423	1200	.....	NP	
Sanborn Seminary, Kingston, 1883.	C	NS	9–12	Coed	56	400	.....	NP	
Stearns School, Mount Vernon....	C	NS	7–12	Boys	26	1200	.....	D	
Tilton School, Tilton, 1845.....	C	Methodist	7–12	Coed	235	600	.....	NP	
24 Private Schools.....					2242				
8 Catholic Schools.....					439				
32 Total.....					2681				

RHODE ISLAND

1	2	3	4	5	6	7	8	9	10
East Greenwich Academy, East Greenwich, 1802	C	Methodist	9–12	Coed	89	$ 600	.....	NP	
Moses Brown School, Providence, 1784	C	Friends	1–12	Boys	186	900	$350	NP	
Providence Country Day School, E. Providence, 1923	Q	NS	6–12	Boys	68	.....	300–400	NP	
St. George's School, Newport, 1896	C	PE	7–12	Boys	180	1400	.....	NP	
Weaver School, Newport, 1915	Q	PE	3–8	Boys	16	1400	500	P	
5 Private Schools					539				
9 Catholic Schools					1270				
14 Total					1809				

VERMONT

1	2	3	4	5	6	7	8	9	10
Brigham Academy, Bakersfield, 1871	Q	NS	10–13	Coed	38	.....	$ 60	NP	
Burr and Burton Seminary, Manchester, 1829	Q	NS	9–12	Coed	58	$600	90	NP	
Caledonia County Grammar School, Peacham, 1797	Q	NS	9–12	Coed	17	.....	60	NP	
Craftsbury Academy, No. Craftsbury, 1829	Q	NS	8–12	Coed	41	.....	60	NP	
Essex Classical Institute, Essex, 1837	Q	NS	7–12	Coed	25	.....	Free	NP	
Goddard Seminary, Barre, 1870	EQ	Universalist	9–12	Coed	73	500	75	NP	
Lyndon Institute, Lyndon Center, 1867	C	NS	9–12	Coed	137	310	.....	NP	
McIndoe Academy, McIndoe Falls, 1856	Q	Cong.	9–13	Coed	22	.....	100	NP	
Montpelier Seminary, Montpelier, 1834	Q	Methodist	9–12	Coed	89	450	.....	NP	
St. Johnsbury Academy, St. Johnsbury, 1842	Q	NS	9–12	Coed	153	550	100	NP	
Thetford Academy, Thetford, 1819	Q	NS	9–12	Coed	35	175	60	NP	
Troy Conference Academy, Poultney, 1834	EQ	Methodist	3–12	Coed	95	500–600	90	NP	
Vermont Academy, Saxton's River, 1876	C	Baptist	9–12	Coed	111	550	.....	NP	
13 Private Schools					894				
6 Catholic Schools					271				
19 Total					1165				

MIDDLE ATLANTIC STATES

DELAWARE

1	2	3	4	5	6	7	8	9	10
Friends' School, Wilmington, 1748	Q	Friends	1–12	Coed	75	.....	$160–275	NP	
Tower Hill School, Wilmington, 1919	Q	NS	K–12	Coed	50*	.....	150–300	NP	
Wesley Collegiate Institute, Dover, 1873	C	Methodist	9–14	Coed	50	$450	.....	NP	
3 Private Schools					175				
5 Catholic Schools					221				
8 Total					396				

DISTRICT OF COLUMBIA

1	2	3	4	5	6	7	8	9	10
Columbia University School, Washington	E	NS	9–12	Coed	100	.....	X	D	
Devitt Preparatory School, Washington, 1919	Q	NS	7–12	Coed	152	.....	$300	P	
Emerson Institute, Washington, 1852	C	NS	9–12	Coed	278	.....	315	D	
Friends' School, Washington, 1883	Q	Friends	K–12	Coed	80*	.....	150–350	P	
St. Albans School, Washington, 1909	Q	PE	5–12	Boys	100	$1000	425	NP	
Washington Missionary College, Washington, 1904	QH	Adventist	9–16	Coed	....	400	.....	NP	
Woodward School, Washington	C	YMCA	5–12	Boys	70	.....	210–250	NP	
7 Private Schools					780				
3 Catholic Schools					507				
10 Total					1287				

1	2	3	4	5	6	7	8	9	10
Allegheny County Academy Cumberland, 1798	Q	Lutheran	K–14	Coed	15	.....	$ 75–180	NP	
Blue Ridge College Academy, New Windsor, 1899	Q	Ch. of Breth.[1]	9–12	Coed	....	$ 350	100	NP	
Boys' Latin School, Baltimore, 1844	Q	NS	1–12	Boys	98	.....	180–330	P	
Briarley Hall Military Academy, Poolesville, 1912	Q	NS	6–12	Boys	20	525–625	.....	P	Military
Charlotte Hall School, Charlotte Hall, 1774	Q	NS	9–12	Boys	75	575	X	NP	Military
Donaldson School, Ilchester, 1906	QH	PE	6–12	Boys	70	900	500	NP	
Friends' School, Baltimore, 1815	Q	Friends	K–12	Coed	170	.....	100–300	NP	
Garey's Preparatory School, Baltimore, 1916	Q	NS	8–12	Boys	80	900–1000	400	P	
Gilman Country Day School, Roland Park, 1897	C	NS	4–12	Boys	207	1250	425	NP	
McDonogh School, McDonogh, 1873	Q	NS	3–12	Boys	20	600–700	.....	NP	Military
Morgan College, Baltimore, 1867	Q	Methodist	9–16	Coed	97	290	.....	NP	Colored
Mt. Vernon College, Baltimore	U	....	9–14	Boys	87	.....	.....	D	
Park School, Baltimore, 1912	Q	NS	K–12	Coed	43	.....	100–360	NP	
St. James' School, St. James, 1842	Q	PE	5–12	Boys	78	1000	.....	NP	
St. Paul's School, Baltimore	A	PE	9–12	Boys	40	350	.....	NP	
Severn School, Severna Park, 1914	Q	NS	9–12	Boys	85	900	350	P	
Tome School, Port Deposit, 1899	C	NS	5–12	Boys	209	1190	.....	NP	
U. S. Naval Academy Preparatory School, Annapolis, 1887	Q	NS	....	Boys	40	X	X	P	
University School, Ruxton, 1879	Q	NS	1–11	Boys	66	1100	400	P	
West Nottingham Academy, Colora, 1741	Q	Pres.[2]	7–12	Boys	47	600	.....	NP	
20 Private Schools					1532				
27 Catholic Schools					1979				
47 Total					3511				

[1] Church of the Brethren.
[2] Presbyterian.

1	1	2	3	4	5	6	8	9	10
Alma Preparatory School, Zarephath, 1912	Q	Pillar of Fire	9–16	Coed	45	Free to $160	Free to $30	NP	
Blair Academy, Blairstown, 1848	Q	Pres.	6–12	Boys	319	1000	.....	NP	
Bloomfield Theological Seminary, Bloomfield, 1869	QUP	Pres.	9–16	Boys	48	.....	.....	NP	
Bordentown Military Institute, Bordentown, 1885	C	NS	7–12	Boys	203	1100	.....	NP	Military
Carteret Academy, Orange, 1901	Q	NS	K–12	Boys	89	.....	200–400	NP	
Collegiate Institute, Paterson, 1890	Q	NS	K–12	Coed	2	.....	.....	P	
Cornish School, E. Orange, 1914	H	NS	9–12	Boys	40	.....	X	D	
DeVitte School, Morganville, 1917	Q	NS	1–8	Coed	30	450	.....	P	
Englewood Country School, Englewood Cliff, 1914	Q	NS	2–8	Boys	25	.....	400	NP	
Freehold Military School, Freehold, 1901	H	NS	1–10	Boys	....	800–950	.....	D	Military
Hoboken Academy, Hoboken, 1860	Q	NS	K–12	Coed	38	.....	60–224	NP	
Hun School, Princeton, 1914	QH	NS	9–12	Boys	70	2500	.....	P	Tutoring
Kingsley School, Essex Fells, 1900	C	NS	5–12	Boys	50*	1100	.....	NP	
Lance School, Summit, 1925	H	NS	7–12	Boys	....	900	.....	D	
Lawrenceville School, Lawrenceville, 1810	C	Pres.	8–12	Boys	550	1400	300	NP	
Le Master Institute, Asbury Park, 1908	Q	Lutheran	9–14	Boys	40	1000	250–300	NP	
Montclair Academy, Montclair, 1887	H	NS	1–12	Boys	135*	1200–1400	250–450	NP	
Moorestown Friends School, Moorestown, 1920	Q	Friends	K–12	Coed	45	.....	80–250	NP	
Morristown School, Morristown, 1898	Q	NS	5–12	Boys	75	1300	450	NP	

1	2	3	4	5	6	7	8	9	10
Newark Academy, Newark, 1792	C	NS	5–12	Boys	248	.....	$180–350	NP	
Newark Preparatory School, Newark, 1912	Q	NS	9–12	Coed	150	.....	250	P	
Newton Academy, Newton, 1847	Q	NS	7–12	Boys	25	$ 800	75	P	Military
Peddie School, Hightstown, 1864	C	Baptist	7–12	Boys	387	1050–1250	.....	NP	
Pennington School, Pennington, 1838	Q	Methodist	9–12	Boys	167	$800	150	NP	
Pingry School, Elizabeth, 1861	Q	NS	1–12	Boys	170	.....	150–375	NP	
Princeton Preparatory School, Princeton, 1873	C	NS	9–12	Boys	130	1150	.....	NP	
Princeton Junior School, Princeton, 1924	Q	NS	6–9	Boys	30	.....	300	NP	
Prospect Hills School, Trenton, 1917	Q	NS	K–11	Coed	38	.....	100–400	NP	
Roosevelt Military Academy, W. Englewood, 1919	H	NS	5–11	Boys	50*	800–900	.....	NP	Military
Rutgers Preparatory School, New Brunswick, 1766	Q	NS	9–12	Boys	135	1200	325	NP	
Stevens School, Hoboken, 1875	Q	NS	9–12	Boys	135	.....	300–350	P	
Wardlaw School, Plainfield, 1882	Q	NS	7–12	Boys	30	.....	260–460	P	
Wenonah Military Academy, Wenonah, 1904	Q	NS	4–12	Boys	115	800–900	250	P	Military
Winchester School, Atlantic City, 1910	Q	NS	7–12	Boys	45	600–800	.....	D	
34 Private Schools					3559				
41 Catholic Schools					3628				
75 Total					7187				

1	2	3	4	5	6	7	8	9	10
Adelphi Academy, Brooklyn, 1863	Q	NS	K–12	Coed	162	.....	$150–300	NP	
Adirondack-Florida School, Onchiota, 1903	Q	NS	8–12	Boys	37	$2400	.....	P	
Albany Academy, Albany, 1813	C	NS	1–12	Boys	232	.....	100–300	NP	Military
All Tutoring School, Brooklyn, 1916	H	NS	7–12	Coed	200*	.....	150–180	D	Tutoring
Allen Stevenson School, N. Y. C., 1883	Q	NS	3–12	Boys	125	.....	.....	P	
Mr. Ashton's Tutoring School, Irvington on Hudson	Q	NS	....	Boys	10	2250	.....	P	Tutoring
Baldwin School, Saranac Lake, 1908	Q	NS	K–8	Coed	1	.....	110–170	P	
Barnard School, N. Y. C., 1886	Q	NS	1–12	Boys	135	.....	275–425	P	
Berkley-Irving School, N. Y. C., 1880	Q	NS	1–12	Boys	59	.....	300–550	P	
Brown School, Schenectady, 1884	H	NS	K-10	Coed	25*	.....	130–275	NP	
Brown School of Tutoring, N. Y. C., 1906	Q	NS	9–12	Boys	50	.....	500–3000	P	Tutoring
Browning School, N. Y. C., 1889	Q	NS	1–12	Boys	44	.....	500–900	P	
Buckley School for Boys, N. Y. C., 1913	Q	PE	1–12	Boys	60	.....	450–650	P	
Cambridge Tutoring School, N. Y. C., 1921	Q	NS	9–12	Boys	60	.....	1500	P	Tutoring
Cascadilla School, Ithaca, 1925	Q	NS	10–12	Coed	32	.....	325	P	Tutoring
Cazenovia Seminary, Cazenovia, 1824	Q	Methodist	7–12	Coed	127	500	100	NP	
A. M. Chesboro Academy, No. Chili, 1869	QH	Methodist	7–14	Coed	31	300	.....	NP	
Clark School, N. Y. C.	SH	NS	9–12	Coed	54	X	X	D	Tutoring
Colby Academy, Brooklyn, 1910	Q	NS	9–12	Coed	150	.....	300	P	
College Hill School, Clinton, 1912	Q	NS	7–12	Coed	5	3500	.....	P	
Collegiate School, N. Y. C., 1633	Q	Ref.[1]	1–12	Boys	125	.....	250–400	NP	
Columbia Grammar School, N. Y. C., 1764	Q	NS	1–12	Boys	179	.....	300–500	D	
Concordia Collegiate Institute, Bronxville, 1881	QH	Lutheran	9–14	Boys	131	500	.....	NP	
Cook Academy, Montour Falls, 1873	Q	Baptist	7–12	Boys	140	550–800	150	NP	
DeVeaux School, Niagara Falls, 1857	C	PE	7–12	Boys	100	750–800	275–300	NP	Military
Dwight School, N. Y. C., 1880	Q	NS	9–12	Boys	170	.....	375	P	Tutoring
Edminster Preparatory School, Ithaca, 1899	Q	NS	9–12	Boys	...	1200	400	P	Tutoring
Ethical Culture School, N.Y.C., 1878	Q	NS	1–12	Coed	188	.....	525	NP	
Flatbush School, Brooklyn, 1914	Q	NS	K-12	Coed	50	.....	150–300	P	
Foordmore School, Kerhonkson, 1924	Q	NS	7–9	Boys	6	750	400	NP	
Franklin School, N. Y. C., 1872	Q	NS	1–11	Boys	140	.....	300–550	P	

1	2	3	4	5	6	7	8	9	10
Friends' Academy, Locust Valley, L. I., 1876	Q	Friends	1–12	Coed	50	$750	$125–250	NP	
Friends' School, Brooklyn, 1867	Q	Friends	K-12	Coed	59	.....	150–300	NP	
Friends' Seminary, N.Y.C., 1860	Q	Friends	K-12	Coed	55	.....	200–400	NP	
Froebel Academy, Brooklyn, 1876	Q	NS	K-8	Coed	12	.....	120–220	NP	
Genesee Wesleyan Seminary, Lima, 1832	CH	Methodist	9–12	Coed	89	450	X	NP	
Glens Falls Academy, Glens Falls, 1803	Q	NS	1–12	Coed	42	.....	140	NP	
Goodyear-Burlingame School, Syracuse	Q	NS	1–12	Coed	3	.....	180–300	P	
Grace Church School, N.Y.C., 1888	Q	PE	5–10	Boys	32	1200	250–300	NP	
Great Neck Preparatory School, Great Neck, L. I., 1923	Q	NS	K-8	Coed	8	.....	300–600	NP	
Hackley School, Tarrytown, 1899	CH	NS	7–12	Boys	108	1400	.....	NP	
Hamilton Grange School, N. Y. C., 1897	Q	NS	K-12	Coed	6	.....	100–375	P	
Hamilton Institute, N. Y. C., 1892	Q	NS	K-12	Boys	20	.....	250–500	P	
Hartwick Seminary, N. Y. C., 1797	Q	Lutheran	9–12	Coed	50	372	.....	NP	
Harvey School, Hawthorne, 1916	Q	NS	4–9	Boys	31	1500	650	P	
Hoosac School, Hoosick, 1903	C	PE	7–12	Boys	62	1000	.....	NP	
Horace Mann School, N. Y. C., 1914	Q	NS	7–12	Boys	345	.....	400	NP	
Houghton College, Houghton, 1843	Q	Methodist	9–16	Coed	40	350	100	NP	
Houghton School, N. Y. C., 1925	Q	CS	K-12	Coed	5	1000	300	P	
Irving School, Tarrytown, 1837	C	NS	7–12	Boys	126	1200	.....	D	
Kalbfus School, Rochester, 1907	Q	NS	4–9	Boys	19	.....	250–400	P	
Kelvin School, N. Y. C., 1904	Q	NS	9–12	Boys	...	.....	480	P	
Kew Forest School, Forest Hills, L. I., 1918	Q	NS	K-12	Coed	41	.....	350	P	
Kirmayer School, N. Y. C., 1907	Q	NS	1–12	Boys	30	.....	500–800	P	
Kohut School, Harrison, 1907	Q	Jewish	1–12	Boys	40	1000	.....	P	Tutoring
Kyle School, Irvington, 1890	Q	NS	....	Boys	48	750	.....	P	
Lake Placid Club School, Lake Placid, 1925	C	NS	9–12	Boys	35	1500	.....	NP	
Lawrence School, Hewlett, L. I., 1893	Q	NS	1–9	Coed	12	.....	300–500	NP	
Lawrence Smith School, N. Y. C., 1914	Q	NS	1–12	Boys	10*	.....	600	D	

1	2	3	4	5	6	7	8	9	10
Lincoln School, N. Y. C., 1917	Q	NS	1–12	Coed	135	.....	$275–400	NP	
Mackenzie School, Monroe, 1901	CS	NS	5–12	Boys	27	$900	.....	D	
Marquand School, Brooklyn, 1907	Q	YMCA	6–12	Boys	130	.....	300	NP	
McBurney School, N. Y. C., 1916	Q	NS	5–12	Boys	185	.....	325	NP	
Mohegan Lake School, Mohegan Lake, 1867	H	NS	9–12	Boys	70	900	.....	D	Military
Mohonk School, Mohonk Lake, 1920	C	NS	7–12	Boys	55	1250	.....	D	
Montessori School, N. Y. C., 1913	Q	NS	K-7	Coed	5	.....	175–500	P	
Mount Pleasant Hall, Ossining, 1892	Q	NS	1–10	Boys	11	800	200	P	
Mr. Matthews' Tutoring School, N. Y. C., 1925	Q	NS	7–12	Coed	30	.....	400–2400	P	Tutoring
Newcastle School, Mt. Kisko, 1911	Q	PE	K-12	Coed	6	1100	150–550	NP	
New Rochelle Preparatory School, New Rochelle, 1924	Q	NS	K-12	Coed	24	.....	225	P	
New York Military Academy Cornwall, 1889	Q	NS	9–12	Boys	291	1600	.....	P	Military
New York Preparatory School, Brooklyn Branch, 1888	H	NS	9–12	Boys	320	.....	200	D	
Nichols School, Buffalo, 1892	Q	NS	6–12	Boys	242	.....	450	NP	
Oakwood School, Poughkeepsie, 1796	Q	Friends	1–12	Coed	64	700	150	NP	
Palmer Institute—Starkey Seminary, Lakemont, 1841	Q	NS	8–12	Coed	30	450	50	NP	
Park School, Snyder, 1911	Q	NS	K-12	Coed	30	1300	125–500	NP	
Pawling School, Pawling, 1907	C	PE	9–12	Boys	121	1400	.....	NP	
Peekskill Military Academy, Peekskill, 1833	Q	NS	9–12	Boys	60	1200–1500	.....	NP	Military
Mr. Picke's School, N. Y. C., 1919	QH	NS	9–12	Coed	30	.....	X	P	Tutoring
Polytechnic Preparatory, Brooklyn, 1854	C	NS	5–12	Boys	398	.....	400–450	NP	
Prospect School, Brooklyn, 1899	Q	NS	1–9	Boys	25	.....	150–250	P	
Raymond Riordan School, Highland, 1914	Q	NS	1–12	Boys	55	1200	.....	P	
Riverdale Country School, Riverdale, 1907	Q	NS	1–12	Boys	125	1300	525–625	NP	
Rockland Academy, Nyack, 1922	Q	PE	...	Coed	10*	600	200	P	

1	2	3	4	5	6	7	8	9	10
Roger Ascham School, White Plains, 1908	QS	NS	K-12	Coed	12	.....	$175–450	NP	
Rye Country Day School, Rye, 1921	Q	NS	K-8	Coed	22	.....	200–500	NP	
St. John's School, Manlius, 1869	Q	PE	7–12	Boys	335	$1500	.....	NP	Military
St. Paul's School, Garden City, L. I.	Q	PE	5–12	Boys	140	1200	.....	NP	
Scarborough School, Scarborough, 1913	Q	NS	1–12	Coed	115	.....	250–400	NP	
Silver Bay School, Silver Bay, 1918	C	....	7–12	Boys	97	1050	.....	NP	
Stanton Loomis Preparatory School, Cornwall, 1924	Q	NS	10–12	Boys	46	1100	625	P	Tutoring
Staten Island Academy, New Brighton, 1884	Q	NS	1–12	Coed	50	.....	200–340	NP	
Storm King School, Cornwall, 1867	Q	NS	5–12	Boys	85	1400	.....	NP	
Stony Brook School, Stony Brook, L. I., 1922	Q	Pres.	1–12	Boys	83	900	250	NP	
Talmudical Academy, N. Y. C., 1916	Q	Jewish	9–12	Boys	365	.....	Free	NP	
Tappen Zee High School, Piermont, 1897	Q	NS	9–12	Coed	74	.....	50	NP	
Travis Preparatory School, Syracuse	Q	NS	9–12	Boys	...	.....	250	P	Tutoring
Trinity School, N. Y. C., 1709	Q	PE	1–12	Boys	199	.....	150–300	NP	
Troy Country Day School, Troy, 1924	C	NS	5–10	Boys	33	.....	200–250	NP	
Utica Country Day School, Utica, 1920	SH	NS	1–12	Coed	12	.....	175–400	NP	
Wagner Memorial College, Staten Island, 1883	Q	Lutheran	9–16	Boys	46	200–400	125	NP	
Walden School, N. Y. C., 1914	Q	NS	K-10	Coed	21	.....	225–600	NP	
Washington School, N. Y. C., 1920	Q	NS	K-12	Coed	7	.....	300–500	NP	
Winnwood Boarding School, Lake Grove, 1914	Q	CS	1–12	Coed	25	800	.....	P	
Woodland School, Phoenicia, 1912	Q	NS	5–12	Boys	24	1000	.....	P	
Woodmere Academy, Woodmere, L. I., 1912	Q	NS	K-12	Coed	37	.....	175–450	NP	

106 Private Schools	8511
116 Catholic Schools	14646
222 Total	23157

1	2	3	4	5	6	7	8	9	10
Abington Friends' School, Jenkintown, 1697	Q	Friends	K–8	Coed	7	.....	$100–250	NP	
Academy of the New Church, Bryn Athyn, 1876	Q	Sw[1]	9–16	Coed	75*	$420	100	NP	
Allentown Preparatory School, Allentown, 1905	Q	Lutheran	9–12	Boys	16	550	180	NP	
Arnold School, Pittsburg, 1919	Q	NS	1–12	Boys	75*	.....	300–400	NP	
Bellefonte Academy, Bellefonte, 1805	Q	NS	9–12	Boys	104	900	.....	P	
Brown Preparatory School, Philadelphia, 1876	QE	NS	9–12	Boys	310	.....	250	D	Tutoring
Carnot Country Day School, Craopolis, 1920	QH	NS	....	Boys	18	1200	X	P	Tutoring
Carson Long Institute, New Bloomfield, 1837	Q	NS	5–12	Boys	120	425	.....	NP	Military
Chestnut Hill Academy, Chestnut Hill, 1861	C	NS	2–12	Boys	151	1200	250–425	NP	
Dickinson Seminary, Williamsport, 1848	QE	Methodist	1–12	Coed	158	550	150	NP	
Episcopal Academy, Overbrook, 1785	C	PE	1–12	Boys	206	.....	200–400	NP	
Franklin and Marshall Academy, Lancaster, 1787	CH	NS	4–12	Boys	220	700	X	NP	
Friends' Central School, Overbrook, 1845	Q	Friends	1–12	Coed	80	.....	150–400	NP	
Friends' Select School, Philadelphia, 1689	HE	Friends	K–12	Coed	30	.....	300	NP	
Germantown Academy, Germantown, 1760	C	NS	K–12	Boys	197	.....	125–350	NP	
Germantown Friends' School, Germantown, 1845	Q	Friends	K–12	Coed	170	.....	125–325	NP	

[1] Swedenborgian.

PENNSYLVANIA—*Continued*

1	2	3	4	5	6	7	8	9	10
Gettysburg Academy, Gettysburg, 1827	Q	Lutheran	8–12	Boys	148	$475–575	.....	NP	
George School, George School, 1893	CH	Friends	9–12	Coed	165	680	.....	NP	
Girard College, Philadelphia	H	NS	1–12	Boys	250*	Free	.....	NP	
Harrisburg Academy, Harrisburg, 1784	C	NS	7–12	Boys	144	800–950	$300	NP	
Haverford School, Haverford, 1884	C	NS	1–12	Boys	277	1200–1250	X	NP	
Hill School, Pottstown, 1851	C	NS	7–12	Boys	400	1400	.....	NP	
Johnson School, Scranton, 1916	Q	NS	8–12	Coed	85	.....	Free	NP	
Keystone Academy, Factoryville, 1868	QH	Baptist	9–12	Boys	94	550–600	100	NP	
Kiskiminetas Springs School, Saltsburg, 1888	QC	NS	9–12	Boys	256	1000	.....	NP	
Lawrence School, Easton, 1921	Q	NS	4–12	Boys	40	.....	225–325	P	
Maplewood School, Chester, 1862	Q	NS	1–8	Boys	21	600	.....	P	
Meadowbrook School, Meadowbrook, 1919	Q	NS	1–8	Boys	21	.....	150–450	NP	
Mercersburg Academy, Mercersburg, 1865	Q	Ref.	8–12	Boys	558	1050	110	NP	
Messiah Bible College, Grantham, 1909	Q	Br. in Christ[1]	9–16	Coed	40	225–250	50	NP	
Montgomery School, Wynnewood, 1915	C	NS	1–12	Boys	158	.....	225–550	NP	
Nazareth Hall Military Academy, Nazareth, 1743	Q	Moravian	4–12	Boys	57	700	100	NP	Military
Oak Lake Country Day School, Oak Lake, 1916	Q	NS	K–12	Coed	60	.....	150–400	NP	
Pennsylvania Military College, Chester, 1821	C	NS	9–16	Boys	88	1275–1375	.....	NP	Military

[1] Brethren in Christ.

PENNSYLVANIA—*Continued*

1	2	3	4	5	6	7	8	9	10
Perkiomen School, Pennsburg, 1892.	Q	Schw.[1]	4–13	Boys	160	$700–800	$100	NP	
Pittsburg Academy, Pittsburg, 1882	Q	NS	9–12	Coed	....	.....	135–250	P	
Polish National Alliance College, Cambridge Springs, 1911.....	Q	NS	7–14	Boys	226	300	.....	NP	
St. Luke's School, Wayne, 1863....	Q	PE	6–12	Boys	94	1200	.....	NP	
Schuylkill College, Reading, 1881...	HE	Evan.[2]	9–12	Coed	101	507	X	NP	
Scranton Country Day School, Scranton, 1918.....	Q	NS	K–9	Coed	10	.....	225–375	NP	
Sewickley School, Sewickley, 1899..	Q	NS	K–12	Coed	41	.....	150–300	NP	
Shady Side Academy, Pittsburg, 1882	C	NS	1–12	Boys	190	1250	300	NP	
Solebury School, New Hope, 1925..	Q	NS	9–12	Boys	4	1250	.....	P	
Swarthmore Preparatory School, Swarthmore, 1892.....	C	NS	5–12	Boys	107	1150	X	P	
Temple High School, Philadelphia, 1905.....	Q	NS	8–12	Coed	441	.....	165	NP	
Trinity House, Ambler, 1925.....	Q	PE	1–9	Boys	2	765	.....	P	
University School, Pittsburg, 1911..	Q	NS	....	Boys	85	.....	900	P	Tutoring
Westtown School, Westtown, 1799..	C	Friends	1–12	Coed	110	550	.....	NP	
Wilkes-Barre Academy, Wilkes-Barre, 1878.....	HP	NS	8–12	Boys	90	.....	175	D	
William Penn Charter School, Germantown, 1689.....	Q	Friends	1–12	Boys	396	.....	200–350	NP	
Wyoming Seminary, Kingston, 1844.	QH	Methodist	8–12	Coed	270	700	250	NP	
York Collegiate Institute, York, 1871	Q	NS	1–12	Coed	55	.....	200	NP	
52 Private Schools.....					7181				
155 Catholic Schools.....					8745				
207 Total.....					15926				

[1] Schwenkfelder.
[2] Evangelistic.

SOUTHERN STATES

ALABAMA

1	2	3	4	5	6	7	8	9	10
Alabama Military Institute, Anniston, 1905	Q	Pres.	8–12	Boys	152	$675	$150	NP	Military
Allen Institute, Mobile	S	....	E-12[1]	Coed	15	.....	X	NP	Colored
Baptist Industrial Academy, Monroeville	S	Baptist	E-12	Coed	12	X	X	NP	Colored
Barnes School, Montgomery, 1856	Q	NS	5–12	Boys	60	.....	180	P	
Birmingham Southern College, Birmingham, 1898	U	Methodist	9–16	Coed	192	100	.....	NP	
Burrell Normal School, Florence	S	Cong.	E–12	Coed	10	.....	X	NP	Colored
Calhoun Colored School, Calhoun	SP	NS	E–12	Coed	18	X	X	NP	Colored
Camden Academy, Camden	S	Pres.	E–12	Coed	4	X	X	NP	Colored
Cotton Valley School, Ft. Davis	S	Cong.	E–12	Coed	33	X	.....	NP	Colored
Dinkin's Training School, Selma	S	NS	7–12	Boys	48	X	.....	D	
Edgar's School, Montgomery	S	NS	9–12	Boys	40	.....	X	D	
Eldridge Academy, Eldridge, 1891	Q	Baptist	9–12	Coed	55	206	.....	NP	
Emerson Normal and Industrial Institute, Mobile	S	Cong.	E–12	Coed	57	.....	X	NP	Colored
Flat Rock High School, Flat Rock, 1907	Q	Methodist	8–12	Coed	105	216	36	NP	
J. O. Haynes School, Haleyville	A	Methodist	9–12	Coed	50*	.....	.....	NP	
Huntsville Junior College, Huntsville	E	NS	1–14	Coed	74	X	X	NP	
Knox Academy, Selma	S	Pres.	E–12	Coed	19	.....	X	NP	Colored
Lincoln Normal and Industrial School, Marion	S	Cong.	E–12	Coed	30	X	X	NP	Colored
Lomax-Hannon College, Greenville	S	Methodist	E–12	Coed	36	X	X	NP	Colored

[1] E-12 signifies that instruction begins in some undesignated elementary grade and continues through high school.

ALABAMA—*Continued*

1	2	3	4	5	6	7	8	9	10
Marion Military Institute, Marion, 1842	S	NS	9–14	Boys	79	X	.....	NP	Military
Miles Memorial College, Birmingham, 1900	Q	Methodist	9–16	Coed	161	$125	$20	NP	Colored
Miller Memorial School, Birmingham	S	Pres.	E–12	Coed	23	.....	X	NP	Colored
Miller's Ferry Mission, Miller's Ferry	S	Pres.	E–12	Coed	26	X	X	NP	Colored
Moore Academy, Pine Apple	Q	NS	1–12	Coed	50	.....	8–20	NP	
Newton Collegiate Institute, Newton, 1898	Q	Baptist	8–13	Coed	30	254	.....	NP	
North Alabama Baptist Academy, Courtland	S	Baptist	E–12	Coed	5	X	X	NP	Colored
Northwest Alabama High School, Haleyville, 1920	QE	Methodist	7–12	Coed	74	216	36	NP	
Oakwood Junior College, Huntsville	S	Adventist	E–14	Coed	25	X	X	NP	Colored
Payne University, Selma	S	Methodist	E–12	Coed	65	X	X	NP	Colored
Prairie Institute, Prairie	S	Pres.	E–12	Coed	17	X	X	NP	Colored
Prairie Industrial School, Prairie	S	Baptist	E–12	Coed	25	X	X	NP	Colored
Russell Mill School, Alexander City	S	NS	1–12	Coed	3	.....	.....	D	
St. Paul's Lutheran School, Tuscaloosa	S	Lutheran	E–12	Coed	16	.....	.....	NP	Colored
School of Organic Education, Fairhope, 1907	QS	NS	K–12	Coed	18	1000	200	NP	
Selma University, Selma, 1878	PS	Baptist	E–14	Coed	74	X	X	NP	Colored
Simpson School, Birmingham, 1906	Q	Methodist	9–12	Coed	170	.....	100	NP	
J. H. Snead Seminary, Boaz, 1898	QS	NS	1–12	Coed	158	155–187	30	NP	
Snow Hill Normal and Industrial Institute, Institute	S	....	E–12	Coed	65	X	X	NP	Colored
Southern Industrial Institute, Camp Hill, 1898	QS	NS	1–11	Coed	36	150	.....	NP	

ALABAMA—*Continued*

1	2	3	4	5	6	7	8	9	10
Starke's University School, Montgomery, 1887	Q	NS	3–12	Boys	50	$685	$150–200	P	Military
Stephen's Memorial School, Greensboro	S	Baptist	E–12	Coed	8	X	X	NP	Colored
Stillman Institute, Tuscaloosa	S	Pres.	E–12	Coed	29	X	X	NP	Colored
Street Manual Training School, Minter	S	....	E–12	Coed	10	.....	.....	NP	Colored
Mrs. Strider's Private School, Selma	S	NS	E–12	Coed	8	.....	.....	D	
Talladega College High School, Talladega, 1867	Q	Cong.	7–12	Coed	150	350	50	NP	Colored
Tennessee River Institute, Bridgeport	A	Baptist	9–12	Coed	50	.....	.....	NP	
Thomasville Normal and Industrial School, Thomasville	S	Baptist	E–12	Coed	23	X	X	NP	Colored
Thorsby Institute, Thorsby, 1906	QS	Cong.	9–12	Coed	27	175	25	NP	
Union Trinity School, Athens	S	Cong.	E–12	Coed	12	.....	X	NP	Colored
Union Central College, Birmingham	S	Baptist	E–12	Coed	15	X	X	NP	Colored
Union Springs High School, Union Springs	S	Baptist	E–12	Coed	15	X	X	NP	Colored
University School, Birmingham, 1922	Q	NS	5–12	Boys	56	.....	200–300	P	
University Military School, Mobile, 1893	Q	NS	1–12	Boys	152	.....	200	NP	Military
53 Private Schools									
12 Catholic Schools									
65 Total									

53 Private Schools	2735
12 Catholic Schools	783
65 Total	3518

ARKANSAS

1	2	3	4	5	6	7	8	9	10
College of the Ozarks, Clarksville, 1891	C	Pres.	9–16	Coed	48	$250–300	$60	NP	
Hagarville Academy, Hagarville	A	Baptist	9–12	Coed	73	.....	.....	NP	
Little Rock Baptist College, Little Rock, 1886	U	Baptist	9–16	Coed	145	.....	.....	NP	Colored
Magazine Industrial Institute, Magazine, 1900	Q	NS	7–14	Coed	126	200	45–54	NP	
Maynard Baptist Academy, Maynard	A	Baptist	9–12	Coed	44	.....	.....	NP	
Mt. Home College, Mt. Home, 1893	Q	Baptist	7–14	Coed	56	225–280	.....	NP	
Mt. Ida Baptist Academy, Mt. Ida	A	Baptist	9–12	Coed	40	.....	.....	NP	
Newton County Academy, Parthenon	CA	Baptist	9–12	Coed	60	160–175	30–40	NP	
Philander Smith College, Little Rock	A	Methodist	9–12	Coed	113	X	X	NP	Colored
Sloan-Hendrix Academy, Imboden	QE	Methodist	8–12	Coed	65	200	.....	NP	
Walter's Institute, Warren, 1904	Q	Methodist	1–12	Coed	25	135	13.50	NP	Colored
11 Private Schools					795				
10 Catholic Schools					328				
21 Total					1123				

1	2	3	4	5	6	7	8	9	10
Aiken Open Air School, St. Petersburg, 1912	Q	NS	K–12	Coed	30	$1000	$150–450	P	
Coral Gables Military Academy, Coral Gables, 1924	Q	NS	1–12	Boys	45	1200	600	P	Military
Cranleigh School, St. Petersburg, 1920	Q	NS	1–12	Boys	67	.....	225	P	
English Classical School, Clearwater, 1925	Q	NS	K–12	Coed	12	.....	225	P	
English Classical School, Tampa, 1908	Q	NS	K–12	Coed	40	.....	225	P	
Florida Military Academy, Magnolia Springs, 1908	Q	NS	2–12	Boys	85	650–700	.....	P	Military
Florida Industrial and Normal Institute, St. Augustine	E	Baptist	El–12	Coed	54	X	X	NP	Colored
Gault Private School, W. Palm Beach, 1921	Q	NS	K–12	Coed	75	.....	200	P	Tutoring
Hiawassee Junior College, Hiawassee	A	Baptist	9–14	Coed	10	.....	.....	NP	
Indian River School, New Smyrna, 1925	H	....	7–10	Boys	....	1350	.....	D	
John B. Stetson University, De Land, 1887	C	Baptist	9–12	Coed	17	420	105	NP	
Monteverde School, Monteverde, 1912	Q	NS	1–12	Coed	100	250	.....	NP	
Daytona-Cookman Collegiate Institute, Daytona	E	Methodist	El–12	Coed	50	X	X	NP	Colored
Palmer College and Academy, De Funiak Springs, 1907	Q	Pres.	1–14	Coed	63	365	70	NP	
Plunkett School, Thomasville, 1916	Q	NS	1–12	Coed	28	560	200	NP	
Shore Crest School, St. Petersburg, 1923	Q	NS	K–9	Coed	10	.....	200–350	P	
South Florida Military Academy, Palm Harbor, 1923	H	NS	9–12	Boys	125	.....	.....	D	Military
17 Private Schools					811				
12 Catholic Schools					536				
29 Total					1347				

GEORGIA

1	2	3	4	5	6	7	8	9	10
Atlanta University, Atlanta, 1867	C	Baptist	10–16	Coed	56	$250	$55	NP	Colored
Ballard Normal School, Macon, 1868	A	Cong.	El–12	Coed	39	.....	X	NP	Colored
Berry Schools, Mt. Berry, 1902	Q	NS	1–14	Coed	315	150	.....	NP	
Blairsville Collegiate Institute, Blairsville	Q	Baptist	8–11	Coed	103	112.50	22.50	NP	
Brewton-Parker Institute, Mt. Vernon	HE	Baptist	9–12	Coed	79	.....	.....	NP	
Chattahoochee Academy, Clermont, 1901	Q	Baptist	8–11	Coed	68	170	36	NP	
Clark University, Atlanta, 1870	CU	Methodist	9–16	Coed	72	225	50	NP	Colored
College Park Military Academy, College Park, 1900	QP	NS	9–12	Boys	....	830	.....	D	Military
Darlington School, Rome, 1905	Q	NS	6–12	Boys	150	700	170	NP	
Emory University Academy, Oxford, 1915	Q	Methodist	8–11	Boys	176	390	.....	NP	Military
Epworth Seminary, Epworth	Q	Methodist	6–11	Coed	25	160	22.50	NP	
Georgia Military Academy, Millidgeville, 1879	Q	NS	1–12	Boys	265	470	.....	NP	Military
Gordon School, Barnesville, 1852	Q	NS	8–12	Coed	110	540	35	NP	Military
Haines Normal and Industrial Institute, Augusta, 1886	E	Pres.	9–12	Coed	68	X	X	NP	Colored
Hearn Academy, Cave Spring	A	Baptist	8–11	Coed	39	.....	.....	NP	
Locust Grove Institute, Locust Grove, 1894	Q	Baptist	9–13	Coed	92	360	100	NP	Military
Morehouse College, Atlanta, 1879	C	Baptist	9–16	Boys	141	227	50	NP	Colored
Morris Brown University, Atlanta, 1885	UC	Methodist	9–16	Coed	178	175	35	NP	Colored
Mount Zion Seminary, Mt. Zion, 1880	Q	Methodist	1–11	Coed	52	205	22.50	NP	

1	2	3	4	5	6	7	8	9	10
Nacoochee Institute, Sautee, 1903...	QA	Pres.	9–12	Coed	100*	.....	.....	NP	
Norman Institute, Norman Park, 1900.....	Q	Baptist	9–14	Coed	....	$252	.....	NP	
North Georgia Baptist Institute, Morganton.....	A	Baptist	8–11	Coed	65	.....	.....	NP	
Paine College, Augusta, 1882.....	Q	Methodist	7–16	Coed	103	170	$30	NP	Colored
Payne College, Columbus, 1882....	Q	Methodist	8–16	Coed	102	.....	.....	NP	Colored
Pape School, Savannah, 1900.....	Q	NS	1–12	Coed	18	.....	150–300	P	
Piedmont Academy, Demorest, 1897.	Q	NS	8–11	Coed	30	.....	65	NP	
Piedmont Institute, Waycross, 1907.	Q	Baptist	7–12	Coed	86	225	.....	NP	
Reinhardt College, Waleska, 1883...	Q	Methodist	8–14	Coed	85	225	36–45	NP	
Riverside Military Academy, Gainesville, 1908.....	Q	NS	5–12	Boys	402	944	.....	P	Military
South Georgia College, McRae, 1892.	Q	Methodist	8–14	Coed	72	255	60	NP	
Sparks College, Sparks, 1902.....	Q	Methodist	9–14	Coed	....	264	.....	NP	
Stephens Institute, Crawfordville, 1825.....	Q	NS	1–11	Coed	35	200	20	NP	
Toccoa Falls Institute, Toccoa.....	Q	NS	6–12	Coed	36	225	.....	NP	
University School, Atlanta, 1895....	Q	NS	6–11	Boys	85	.....	220	P	
Young L. G. Harris College, Young Harris, 1886.....	Q	Methodist	8–14	Coed	256	175	.....	NP	
Walker Baptist Institute, Augusta..	E	Baptist	El–12	Coed	57	X	X	NP	Colored

36 Private Schools.....	3560
5 Catholic Schools.....	447
41 Total.....	4007

1	2	3	4	5	6	7	8	9	10
Berea College, Berea, 1857.....	CQ	NS	5–16	Coed	388	$146	Free	NP	
Bethel Academy, Wilmore, 1890....	Q	NS	9–12	Coed	116	377	.....	NP	
Bethel College, Russelville, 1849....	Q	Baptist	9–14	Boys	50	350	$80	NP	
Campbellsville College, Campbellsville.....	A	Baptist	9–14	Coed	70*	.....	.....	NP	
Christian Normal Institute, Grayson, 1920.....	Q	NS	6–14	Coed	64	165	30	NP	
Cross School, Louisville, 1895.....	Q	NS	....	Coed	....	800	250	P	
Cumberland College, Williamsburg, 1888.....	Q	Baptist	9–14	Coed	149*	175	.....	NP	
Hazard Baptist Institute, Hazard, 1900.....	PA	Baptist	9–12	Coed	129	.....	.....	NP	
Highland School, Guerrant, 1908...	Q	Pres.	1–12	Coed	73	108	14	NP	
Hindman Settlement School, Hindman, 1902.....	Q	NS	1–12	Coed	65	.....	.....	NP	
Kentucky Military Institute, Lyndon, 1845.....	Q	NS	6–12	Boys	190	800–1000	.....	P	Military
Kingswood Holiness College, Kingswood, 1903.....	Q	Pilg. Hol.[1]	1–16	Coed	....	256	.....	NP	
Lee's Collegiate Institute, Jackson, 1884.....	Q	Pres.	7–12	Coed	42	150	25	NP	
Lindsley-Wilson Academy, Columbia, 1903.....	PE	Methodist	....	Coed	66	.....	.....	NP	
Magoffin Institute, Saylersville, 1904	Q	Baptist	9–12	Coed	60	166	27	NP	

[1] Pilgrim Holiness Church.

KENTUCKY—*Continued*

1	2	3	4	5	6	7	8	9	10
Massie School, Versailles, 1919.....	H	NS	8–12	Boys	90	$800	X	D	
Millersburg Military Institute, Millersburg, 1893.....	Q	NS	7–12	Boys	80	690	$125	NP	Military
Ogden College Academy, Bowling Green, 1877.....	Q	NS	9–12	Boys	60	.....	67	NP	
Oneida Baptist Institute, Oneida....	A	Baptist	9–12	Coed	160	.....	.....	NP	
Pikeville College, Pikeville, 1889...	EQ	Pres.	1–14	Coed	73	139–157	27–31.50	NP	
Richmond School, Louisville, 1914..	Q	NS	9–12	Boys	50	.....	275	P	
Russell Creek Academy, Campbellsville, 1907.....	Q	Baptist	1–14	Coed	60	205	.....	NP	
Scott Academy, Phelps, 1904.....	Q	Pres.	1–11	Coed	76	162	9	NP	
Southeast Ky. Baptist School, Barbonsville.....	A	Baptist	9–12	Coed	27	.....	.....	NP	
Stuart Robinson School, Blackey, 1914.....	Q	Pres.	1–12	Coed	87	140	18	NP	
Sue Bennett Memorial School, London, 1897.....	Q	Methodist	1–12	Coed	....	203	41	NP	
26 Private Schools.....					2225				
30 Catholic Schools.....					1324				
56 Total.....					3549				

1	2	3	4	5	6	7	8	9	10
Arcadia Baptist Academy, Church Point, 1917	Q	Baptist	1–12	Coed	36	$180	$15–25	NP	
Ferrell's Military Institute, New Orleans	SP	NS	....	Boys	45	.....	.....	D	Military
Isidore Newman Training School, New Orleans, 1903	Q	NS	1–11	Coed	127	.....	X	NP	
New Orleans Academy, New Orleans, 1913	Q	NS	8–12	Boys	130	.....	126–186	P	Military
New Orleans College, New Orleans, 1873	E	....	9–16	Coed	100	.....	.....	D	
Rugby Academy, New Orleans, 1894	Q	NS	1–12	Boys	90	500	100–180	P	Military
Silliman College, Clinton, 1852	E	Pres.	9–12	Coed	10	.....	.....	NP	
Southern University, Baton Rouge, 1914	Q	NS	9–16	Coed	....	135	X	NP	Colored
Straight College, New Orleans, 1868.	Q	Cong.	1–16	Coed	130	200	18	NP	Colored

9	Private Schools	668
35	Catholic Schools	2679
44	Total	3347

1	2	3	4	5	6	7	8	9	10
Bennett Academy, Mathiston, 1886	Q	Methodist	1–12	Coed	50	$125	$20	NP	
Chamberlain-Hunt Academy, Port Gibson, 1879	Q	Pres.	9–12	Boys	90	430	.....	NP	Military
Chickasaw College, Pontotoc, 1848	A	Pres.	9–14	Coed	....	.....	.....	NP	
French Camp Academy, French Camp, 1885	Q	Pres.	1–12	Coed	59	150	27	NP	
Gulf Coast Military Academy, Gulfport, 1912	Q	NS	5–12	Boys	330	667	180	P	Military
Haven Teachers' College, Meriden, 1878	Q	Methodist	7–14	Coed	120	225	30	NP	Colored
Jackson College, Jackson, 1877	Q	Baptist	8–16	Coed	88	175–180	.....	NP	Colored
Jefferson Military Academy, Washington, 1802	HP	NS	9–12	Boys	73	375	.....	D	Military
Mississippi Conference Training School, Montrose, 1841	Q	Methodist	1–12	Coed	46	300	64	NP	
Mississippi Heights Academy, Blue Mountain, 1904	Q	NS	6–13	Boys	252	317	51	P	Tutoring
Rust College, Holly Springs, 1872	UP	Methodist	9–14	Coed	53	.....	.....	NP	Colored
Tougaloo College, Tougaloo, 1869	UP	Cong.	9–16	Coed	53	.....	.....	NP	Colored
Tupelo Military Institute, Tupelo, 1913	Q	NS	9–12	Boys	92	552	.....	D	Military

13 Private Schools	1306
18 Catholic Schools	497
31 Total	1803

1	2	3	4	5	6	7	8	9	10
Albion Academy, Franklinton.....	Q	Pres.	El–12	Coed	60	X	X	NP	Colored
Asheville Farm School, Asheville, 1897	Q	Pres.	7–12	Boys	80	$105	.....	NP	
Asheville School, Asheville, 1900...	Q	NS	7–12	Boys	136	1475	.....	NP	
Baird's School, Charlotte, 1872.....	Q	NS	6–11	Boys	10	.....	$150	P	Tutoring
Bennett College, Greensboro, 1871..	PE	Methodist	El–12	Coed	84	X	X	NP	Colored
Bingham School, Asheville, 1793...	Q	NS	7–12	Boys	131	750	.....	P	Military
Blue Ridge School, Hendersonville, 1913.....	Q	NS	5–12	Boys	75	750	.....	P	
Boiling Springs High School, Boiling Springs, 1907.....	Q	Baptist	8–11	Coed	116	200	.....	NP	
Brevard Institute, Brevard, 1895...	Q	Methodist	7–11	Coed	234	153	.....	NP	
Joseph K. Brick School, Bricks, 1895.	Q	Cong.	1–14	Coed	....	160	24	NP	Colored
Buies' Creek Academy, Buies' Creek, 1887.....	Q	Baptist	1–14	Coed	280	207	45	NP	
Carolina Academy, Raleigh, 1925...	Q	NS	1–12	Boys	20	.....	100–200	NP	
Carolina Military and Naval Academy, Hendersonville, 1917...	H	....	9–12	Boys	43	590	.....	D	Military
Christ School, Arden, 1900.....	Q	PE	....	Boys	....	225	10	NP	
Collegiate Institute, Mt. Pleasant, 1853.....	Q	Lutheran	8–14	Boys	130	400	80	NP	Military
Elise High School, Hemp, 1904.....	Q	Pres.	8–11	Coed	127	169.50	.....	NP	
Fruitland Institute, Hendersonville, 1899.....	Q	Baptist	8–11	Coed	78	192	52	NP	
Glade Valley High School, Glade Valley, 1909.....	Q	Pres.	8–11	Coed	40	130	.....	NP	
Greecy's Preparatory School, Elizabeth City.....	HP	NS	9–12	Boys	138	.....	.....	D	
Greensboro Bible & Literary School, Greensboro, 1903.....	Q	Pilg. Hol.	1–14	Coed	65	225	.....	NP	
Haywood Institute, Clyde, 1904....	Q	Baptist	1–11	Coed	40*	146	.....	NP	
Henderson Institute, Henderson....	E	Pres.	El–12	Coed	51	X	X	NP	Colored
Johnson C. Smith University, Charlotte, 1868.....	UP	Pres.	9–12	Boys	154	.....	.....	NP	Colored

1	2	3	4	5	6	7	8	9	10
Kittrell College, Kittrell, 1886.....	PU	Methodist	El–12	Coed	69	X	X	NP	Colored
Lee School, Blue Ridge.....	Q	NS	7–12	Boys	50	$825	$225	NP	
Long Creek Academy, Mountain Rest	A	Baptist	8–11	Coed	80	.....	.....	NP	
Livingston College, Salisbury, 1879.	CQ	Methodist	9–16	Coed	64	280	20	NP	Colored
Mars Hill College, Mars Hill, 1866..	U	Baptist	9–14	Coed	171	.....	.....	NP	
Mary Potter Memorial School, Oxford	A	Pres.	El–12	Coed	59	X	X	NP	Colored
Mitchell Home School, Misenheimer, 1906.....	Q	Methodist	1–12	Coed	50	0–85	5–20	NP	
Mountain View High School, Hays, 1912.....	Q	Baptist	8–11	Coed	30	162	30.50	NP	
Peabody Academy, Troy, 1880.....	Q	Cong.	8–11	Coed	97	175	27	NP	Colored
Roanoke Institute, Elizabeth City..	PE	Baptist	El–12	Coed	45	X	X	NP	Colored
Oak Ridge Institute, Oak Ridge, 1852	Q	NS	8–12	Boys	220	750	.....	NP	Military
Plum Tree School, Plum Tree, 1902.	Q	Pres.	....	Boys	48	150	.....	NP	
Routh Pines School, Samarkland, 1922.....	Q	PE	1–12	Coed	5	600–1500	.....	P	
Rutherford College, Rutherford, 1872	Q	Methodist	8–12	Coed	166	225–250	.....	NP	
St. Pauls School, Beaufort, 1898....	QP	PE	1–12	Coed	80	250	9–27	NP	
Southern Mountain Institute, Bostic, 1919.....	QA	Baptist	1–9	Coed	40	126	X	NP	
Sylva Collegiate Institute, Sylva, 1898	QE	Baptist	1–11	Coed	179	190	.....	NP	
St. Augustine's School, Raleigh, 1867	QP	PE	9–14	Coed	150	150	X	NP	Colored
Thomasville Baptist Orphanage, Thomasville, 1885.....	Q	Baptist	K–11	Coed	39	.....	.....	NP	
Washington Collegiate Institute, Washington, 1913.....	Q	Methodist	6–11	Coed	61	189	.....	NP	
Weaver College, Weaverville, 1836..	Q	Methodist	10–14	Coed	40	244	50	NP	
Wingate Junior College, Wingate, 1896.....	Q	Baptist	9–14	Coed	50	275	100	NP	
45 Private Schools.....					3885				
3 Catholic Schools.....					132				
48 Total.....					4017				

SOUTH CAROLINA

1	2	3	4	5	6	7	8	9	10
Aiken Preparatory School, Aiken, 1916	Q	PE	2–8	Boys	65	$1400	$600	P	
Bailey Military Institute, Greenwood, 1890	Q	NS	8–11	Boys	162	600	225	P	Military
Benedict College, Columbia, 1871	Q	Baptist	9–16	Coed	91	.....	35	NP	Colored
Brainerd Institute, Chester, 1867	Q	Pres.	5–12	Coed	42	108	12	NP	Colored
Carlisle School, Bamberg, 1892	Q	Methodist	4–12	Boys	108	460	.....	NP	Military
Claflin University, Orangeburg, 1869	PU	Methodist	El–12	Coed	119	X	X	NP	Colored
Edisto Academy, Seivern, 1915	Q	Baptist	7–11	Coed	88	200	45	NP	
Harbison College, Irmo, 1886	Q	Pres.	5–12	Boys	64	130	.....	NP	Colored
High School of Charleston, Charleston	E	NS	9–12	Boys	550	.....	X	D	
Horry Industrial School, Aynor, 1916	Q	Methodist	8–11	Coed	....	185	23	NP	
Mather Academy, Camden, 1887	PQ	Methodist	3–12	Coed	26	108	13	NP	Colored
North Greenville Baptist Academy, Tigerville	EA	Baptist	9–12	Coed	94	.....	X	NP	
Pee-Dee Academy, Nichols, 1920	Q	Baptist	8–11	Coed	15	175	45	NP	
Porter Military Academy, Charleston, 1867	Q	PE	6–12	Boys	163	700	.....	NP	Military
Seneca Institute, Seneca	A	Baptist	El–12	Coed	28	X	X	NP	Colored
Six Mile Academy, Six Mile, 1910	Q	Baptist	8–11	Coed	60	165	30	NP	
Thornwell College, Clinton, 1875	Q	Pres.	1–11	Coed	75	330	.....	NP	
Voorhees Institute, Denmark, 1897	Q	PE	1–12	Coed	52	130	10	NP	Colored
18 Private Schools					1802				
1 Catholic School					44				
19 Total					1846				

1	2	3	4	5	6	7	8	9	10
Arcadia Baptist Academy, Church Point, 1917	Q	Baptist	1–11	Coed	36	$180	$15–25	NP	
Battleground Academy, Franklin, 1889	Q	NS	8–12	Boys	96	600	125	NP	
Baxter School, Baxter, 1912	Q	Methodist	8–12	Coed	60	150	18	NP	
Baylor School, Chattanooga, 1893	QH	NS	7–12	Boys	213	675	200	NP	Military
Bethel College, McKenzie, 1850	UP	Pres.	9–16	Coed	34	.....	.....	NP	
Branham and Hughes Military Academy, Spring Hill, 1892	Q	NS	5–12	Boys	145	675	.....	P	Military
Castle Heights Military Academy, Lebanon, 1902	Q	NS	9–12	Boys	85	975	.....	D	Military
Chilhowee Institute, Seymour	Q	Baptist	9–12	Coed	40	.....	.....	NP	
Columbia Military Academy, Columbia, 1905	Q	NS	9–12	Boys	180	850	.....	NP	Military
Cosby Academy, Cosby	A	Baptist	9–12	Coed	60	.....	.....	NP	
Cumberland Mountain School, Crossville, 1921	Q	Methodist	6–12	Coed	75	142	.....	NP	
Cumberland University, Lebanon, 1842	C	Pres.	9–16	Coed	61	275	70	NP	
David Lipscomb High School, Nashville, 1891	Q	Ch. of Chr.[1]	1–12	Coed	18	320	103	NP	
Doyle Baptist Institute, Doyle, 1884.	PA	Baptist	9–12	Coed	25	.....	.....	NP	
Duncan College Preparatory School, Nashville	E	NS	....	Boys	114	.....	X	D	
Fisk University, Nashville, 1866	CP	Cong.	7–16	Coed	85	225	25	NP	Colored
Ford-Kilvington School, Memphis, 1921	H	NS	7–12	Boys	100	.....	X	D	
Freed-Hardeman College, Henderson, 1908	Q	Ch. of Chr.	1–14	Coed	35	300	.....	NP	
Graysville Academy, Graysville, 1897	Q	Adventist	1–10	Coed	28	200	.....	NP	
Hall-Moody Junior College, Martin, 1900	Q	Baptist	1–14	Coed	200	294	.....	NP	
Harrison-Chilowee Institute, Seymour	A	Baptist	9–12	Coed	125	.....	.....	NP	
Hiwassee College, Madisonville, 1849	Q	Methodist	9–14	Coed	80	208	.....	NP	
Howe Institute, Memphis	E	Baptist	El–12	Coed	69	X	X	NP	Colored
Johnson Academy, Kimberlin Heights, 1893	Q	Chr. Ch.[2]	9–12	Boys	45	220	.....	NP	
Knoxville College, Knoxville, 1876	Q	Pres.	9–16	Coed	45	200	.....	NP	Colored
Lane College, Jackson, 1882	Q	Methodist	9–16	Coed	200	250	50	NP	Colored
Le Moyne Junior College, Memphis, 1871	QP	NS	2–14	Coed	110	.....	50	NP	Colored

[1] Church of Christ.
[2] Christian Church.

1	2	3	4	5	6	7	8	9	10
Lincoln Memorial University, Harrogate, 1897	QE	NS	9–16	Coed	177	$240	.....	NP	
Lynn Backman School, Farner, 1916.	A	Pres.	....	Coed	120	.....	.....	NP	
Montgomery-Bell Academy, Nashville, 1867	Q	NS	8–12	Boys	140	.....	$140	NP	
Morgan School, Petersburg, 1887	Q	NS	8–12	Coed	125	425	100	P	
Massey Military School, Pulaski, 1906	Q	Methodist	7–12	Boys	95	490	105	P	Military
McCallie School, Chattanooga, 1905	Q	NS	7–12	Boys	325	750	200	NP	
McLemoresville Collegiate Institute, McLemoresville, 1886	Q	NS	1–12	Coed	60	144	25	NP	
McTyeire School, McKenzie, 1867.	Q	Methodist	7–12	Boys	43	400	150	NP	
Murphy Collegiate Institute, Sevierville, 1892	Q	Methodist	9–14	Coed	80	179	35	NP	
Overton Academy, Livingston, 1909.	Q	NS	1–12	Coed	102	.....	Free	NP	
Peabody Demonstration School, Nashville, 1915	Q	NS	1–12	Boys	150	.....	123	NP	
Pleasant Hill Academy, Pleasant Hill, 1884	Q	Cong.	1–12	Coed	50	160	24	NP	
Roger Williams University, Nashville, 1865	PE	Baptist	9–16	Coed	79	X	X	NP	Colored
Sewanee Military Academy, Sewanee, 1868	Q	PE	9–12	Boys	102	865	.....	NP	Military
Smoky Mountain Academy, Seiverville	A	Baptist	9–12	Coed	50	.....	.....	NP	
Southern Junior College, Ooltewah.	E	Adventist	....	Coed	96	X	.....	NP	
Stocton Valley Academy, Helena	A	Baptist	9–12	Coed	91	.....	.....	NP	
Tate School, Shelbyville, 1908	Q	NS	1–12	Coed	45	396	X	P	
Tennessee Military Institute, Sweetwater, 1874	Q	NS	6–12	Boys	177	700–845	.....	P	Military
Tennessee Wesleyan College, Athens, 1866	Q	Methodist	9–14	Coed	70	300	.....	NP	
Trevecca Academy, Nashville, 1900.	Q	Nazarene	9–12	Coed	80	X	100	NP	
University School, Nashville, 1886.	Q	NS	7–12	Boys	100	.....	140–150	P	
Walden Academy, Nashville, 1866.	PE	Methodist	El–12	Coed	71	X	X	NP	Colored
Washington College High School, Washington College, 1780	Q	Pres.	8–12	Coed	87	198	X	NP	
Watauga Academy, Butler, 1882	Q	Baptist	8–12	Coed	28	150	X	NP	
Webb School, Bell Buckle, 1870	Q	NS	8–12	Boys	325	450	.....	P	

53 Private Schools	5182
5 Catholic Schools	233

TEXAS

1	2	3	4	5	6	7	8	9	10
Abilene Christian College, Abilene, 1906	Q	Ch. of Chr.	9–16	Coed	42	$325	.....	NP	
Allen Academy, Bryan, 1886	Q	NS	7–11	Boys	218	600	.....	P	Military
Bishop College, Marshall, 1881	Q	Baptist	8–11	Coed	68	250	.....	NP	Colored
Blinn Memorial College, Brenham, 1876	Q	NS	9–14	Coed	41	360	$145	NP	
Burleson College, Greenville, 1895	Q	Baptist	9–14	Coed	85	384	130	NP	
Central Nazarene College, Hamlin, 1912	Q	Nazarene	1–11	Coed	12	232–262	34–64	NP	
Clarendon College, Clarendon, 1898	Q	Methodist	10–15	Coed	10	150	.....	NP	
College of Marshall, Marshall, 1917	Q	Baptist	8–14	Coed	18	375	.....	NP	
Decatur Baptist College, Decatur, 1898	U	Baptist	9–14	Coed	40	.....	.....	NP	
East Texas Academy, Tyler	E	Baptist	El–12	Coed	44	X	X	NP	Colored
Holding Institute, Laredo, 1880	Q	Methodist	1–12	Coed	50	160–185	25–40	NP	
Howard Payne College, Brownwood, 1889	Q	Baptist	8–11	Coed	77	.....	70	NP	
Jacksonville College, Jacksonville, 1899	Q	Baptist	9–14	Coed	44	328	81–99	NP	
Kinkaid School, Houston, 1904	Q	NS	1–10	Coed	28	.....	200–250	NP	
Lon Morris College, Jacksonville, 1873	U	Methodist	9–14	Coed	30	.....	.....	NP	
Lukin Military Academy, San Antonio, 1917	Q	NS	1–11	Boys	24	650	100–125	P	Military
Lutheran College, Seguin, 1891	Q	Lutheran	8–11	Coed	44	280	X	NP	
McMurry College, Abilene, 1922	C	Methodist	9–16	Coed	28	355	85	NP	
Meridian College, Meridian, 1909	Q	Methodist	10–14	Coed	25	370	.....	NP	
Randolph College, Cisco, 1909	U	Dis. of Chr.	9–16	Boys	3	.....	.....	NP	
Rusk Junior College, Rusk, 1895	EQ	Baptist	8–14	Coed	52	384	105	NP	

1	2	3	4	5	6	7	8	9	10
Samuel Houston College, Austin, 1900	CQ	Methodist	11–16	Coed	22	$225	$65	NP	Colored
San Antonio Academy, San Antonio, 1886	Q	NS	8–12	Boys	160	750	200	P	
San Marcos Academy, San Marcos, 1907	Q	Baptist	1–11	Coed	45	552	.....	NP	Military
Schreiner Institute, Kerrville, 1923	A	Pres.	....	Boys	164	.....	.....	NP	
Sims School, Ft. Worth, 1908	H	....	9–12	Boys	25	.....	.....	D	
Terrill School, Dallas, 1906	Q	NS	4–12	Boys	170	850	225	P	
Texas College, Tyler	E	Methodist	9–16	Coed	65	X	X	NP	Colored
Texas Military College, Terrell, 1915	Q	NS	9–14	Boys	100	650	.....	P	Military
Texas Military Institute, San Antonio, 1886	Q	Pres.	8–11	Boys	225	650	200	NP	
Texas Wesleyan College, Austin, 1912	Q	Methodist	8–12	Coed	13	270	.....	NP	
Thorp Spring Christian College, Thorp Spring, 1914	Q	Ch. of Chr.	8–13	Coed	42	325	.....	NP	
Tillotson College, Austin, 1881	PU	Cong.	El–12	Coed	42	X	X	NP	Colored
Trinity College Academy, Round Rock, 1905	Q	Lutheran	9–14	Coed	30	300	100	NP	
Wayland Baptist College, Plainview, 1925	Q	Baptist	8–11	Coed	35	390	X	NP	
Weatherford College, Weatherford, 1889	U	Methodist	9–14	Coed	19	.....	.....	NP	
Wesley College, Greenville, 1905	C	Methodist	9–14	Coed	41	400	100	NP	
West Texas Military Academy, San Antonio, 1893	Q	PE	8–12	Boys	140	450	.....	NP	Military
Westminster College, Tehuacana, 1896	U	Methodist	9–14	Coed	18	.....	.....	NP	
Wiley College, Marshall, 1873	C	Methodist	10–16	Coed	35	225	50	NP	Colored

41 Private Schools	2460
32 Catholic Schools	1067
73 Total	3527

WEST VIRGINIA

1	2	3	4	5	6	7	8	9	10
Alderson Academy, Alderson, 1901..	QE	Baptist	1–10	Coed	57	$380–440	.....	NP	
Bluefield College, Bluefield, 1922...	QU	Baptist	9–14	Boys	94	365	.....	NP	
Greenbrier Military School, Lewisburg, 1902.....	Q	Pres.	1–12	Boys	220	675–825	.....	P	Military
Linsley Institute, Wheeling, 1814...	Q	NS	5–14	Boys	154	.....	$150	NP	Military
Salem College, Salem, 1888.....	Q	Baptist	9–16	Coed	35	.....	80	NP	
St. John's Academy, Petersburg, 1920	Q	Lutheran	9–12	Coed	45	250	.....	NP	
Storer College, Harpers Ferry, 1867.	P	Baptist	9–14	Coed	....	.....	.....	NP	Colored
West Virginia Synodical School, Madison, 1920.....	Q	Pres.	1–12	Coed	26	215	60	NP	
8 Private Schools.....					631				
8 Catholic Schools.....					347				
16 Total.....					978				

1	2	3	4	5	6	7	8	9	10
Augusta Military Academy, Ft. Defiance, 1865	QE	NS	9–12	Boys	293	$750	.....	P	Military
Beulah Holiness Academy, Shacklesford, 1908	Q	Pilg.[1]	....	Coed	11	160	.....	NP	
Blackstone Military Academy, Blackstone, 1912	Q	NS	7–12	Boys	125	900	.....	P	Military
Blue Ridge Academy, The Hollow, 1918	A	Pres.	....	Coed	30	.....	.....	NP	
Blue Ridge Mission School, Buffalo Ridge	A	Baptist	9–12	Coed	60	.....	.....	NP	
Buchanan Mountain School, Council, 1911	Q	Baptist	1–11	Coed	138	137–146	$9–18	NP	
Central Academy, Stuart, 1920	A	Pres.	....	Coed	75	.....	.....	D	
Christ Church School, Middlesex Co., 1921	Q	PE	3–12	Boys	43	550	100	NP	
Daleville Academy, Daleville, 1890	Q	Ch. of Breth.	9–14	Coed	35	260	54	NP	
Danville Military Institute, Danville, 1890	Q	Pres.	7–12	Boys	110	675	.....	NP	Military
Eastern Mennonite School, Harrisonburg, 1917	Q	Men.[2]	9–12	Coed	65	325	.....	NP	
Episcopal High School, Alexandria, 1839	Q	PE	7–12	Boys	180	750	.....	NP	
Ferrum Training School, Ferrum, 1913	Q	Methodist	7–13	Coed	100	200	20	NP	
Fishburne Military School, Waynesboro, 1879	Q	NS	7–12	Boys	170	700–925	.....	P	Military
Fork Union Military Academy, Fork Union, 1898	Q	Baptist	9–12	Boys	152	525	.....	NP	Military
Grundy Presbyterian School, Grundy, 1909	Q	Pres.	1–12	Coed	40	150	.....	NP	
Hargrave Military Academy, Chatham	Q	Baptist	5–12	Boys	161	470	85	NP	Military
Hampton Normal and Agricultural Institute, Hampton, 1868	Q	NS	....	Coed	603	200–225	.....	NP	Colored
Lee Baptist Institute, Pennington Gap, 1903	Q	Baptist	5–11	Coed	40	162	27	NP	

[1] Pilgrim Church.
[2] Mennonite Church.

1	2	3	4	5	6	7	8	9	10
McGuire's University School, Richmond, 1865	Q	NS	4–12	Boys	176	.....	$175	P	
Massanutten Academy, Woodstock, 1899	Q	Ref.	7–12	Boys	110	$750	.....	NP	Military
New London Academy, Forrest Depot, 1795	Q	NS	1–11	Coed	40	200–250	X	NP	
Oak Hill Academy, Kindrick, 1880	Q	Baptist	1–11	Coed	20	144	18.50–22.50	NP	
Norfolk Academy, Norfolk	Q	NS	5–10	Boys	53	.....	250	NP	
Norfolk Country Day School, Norfolk, 1920	Q	NS	5–12	Coed	12	1000	300	P	
Piedmont Baptist Mission School, Alhambra	A	Baptist	9–12	Coed	40	.....	.....	NP	
Randolph-Macon Academy, Bedford, 1890	Q	Methodist	8–11	Boys	175	450	.....	NP	Military
Randolph-Macon Academy, Front Royal, 1892	QE	Methodist	8–12	Boys	159	500–635	.....	NP	Military
St. Christopher's School, Richmond, 1911	C	PE	K–12	Boys	120	700	150–225	NP	
Shenandoah College, Dayton, 1875	Q	Unit. Breth.[1]	9–14	Coed	47	300	100	NP	
Shenandoah Valley Academy, New Market, 1908	Q	Adventist	3–12	Coed	52	300	.....	NP	
Shenandoah Valley Academy, Winchester, 1785	QH	NS	9–12	Boys	98	700	150	P	Military
Staunton Military Academy, Staunton, 1860	Q	NS	6–12	Boys	604	1000	.....	P	Military
Stuyvesant School, Warrenton, 1912	Q	PE	6–12	Boys	30	1250	500	P	
Swaveley School, Manassas, 1902	Q	NS	7–12	Boys	70	1000	.....	P	
Thyne Institute, Chase City	A	Pres.	E–12	Coed	35	X	X	NP	Colored
Virginia Episcopal School, Lynchburg, 1916	HE	PE	8–12	Boys	130	550	.....	NP	
Virginia Theological Seminary and College, Lynchburg, 1908	UP	Baptist	9–16	Coed	138	.....	.....	NP	Colored
Virginia Union University, Richmond, 1865	U	Baptist	9–16	Boys	70	207	.....	NP	Colored
Woodberry Forest School, Woodberry Forest, 1889	C	PE	8–12	Boys	196	850	.....	D	
40 Private Schools					4806				
10 Catholic Schools					332				
50 Total					5138				

[1] United Brethren Church.

NORTH CENTRAL STATES

ILLINOIS

1	2	3	4	5	6	7	8	9	10
Augustana College, Rock Island, 1860	E	Lutheran	9–16	Coed	62	$400	.....	NP	
Aurora College, Aurora, 1893.....	Q	Adventist	9–16	Coed	13	425	$85	NP	
Blackburn College, Carlinville, 1859	Q	Pres.	9–14	Coed	30	200–300	100	NP	
Broadview College, La Grange, 1910	Q	Adventist	9–16	Coed	125	350	108	NP	
Carthage College Academy, Carthage, 1870.....	Q	Lutheran	11–16	Coed	13	300–330	.....	NP	
Chaddock Boys' School, Quincy, 1899	Q	Methodist	1–10	Boys	42	500	.....	NP	
Chicago Latin School, Chicago, 1888.	Q	NS	1–12	Boys	130	.....	250–500	NP	
College Preparatory School, Chicago, 1925.....	Q	NS	9–12	Coed	75	.....	180	P	
Dakotah School for Boys, Dakota, 1913.....	H	....	6–9	Boys	50*	600	.....	D	
Elgin Academy, Elgin, 1856.....	Q	NS	9–14	Coed	65	695–825	150	NP	
Elmhurst College Academy, Elmhurst, 1870.....	Q	Evang.	9–12	Boys	66	400	.....	NP	
Ewing College, Ewing, 1867.....	U	Baptist	9–16	Coed	32	.....	.....	NP	
Fox River Academy, Sheridan, 1900.	Q	Adventist	9–12	Coed	35	345	.....	NP	
Francis W. Parker School, Chicago, 1901.....	Q	NS	1–12	Coed	170	.....	250–300	NP	
Greenville College, Greenville, 1892.	Q	Methodist	9–16	Coed	20	300	.....	NP	
Harvard School, Chicago, 1865.....	Q	NS	1–12	Boys	111	.....	250–400	P	
Illinois Military School, Aledo, 1919	Q	NS	1–12	Boys	25	750	.....	P	Military
Keith Country Day School, Rockford, 1916.....	Q	NS	K–12	Coed	24	.....	250	NP	
Lake Forest Academy, Lake Forest, 1857.....	HCE	NS	9–12	Boys	174	950	.....	NP	

1	2	3	4	5	6	7	8	9	10
Luther Institute, Chicago, 1909	Q	Lutheran	9–12	Coed	135	.....	$70–150	NP	
Morgan Park Military Academy, Morgan Park, 1873	Q	NS	5–12	Boys	220	$875	.....	NP	Military
Mooseheart, Mooseheart, 1913	Q	Moose	1–12	Coed	180	Free	.....	NP	
North Park College, Chicago, 1891	Q	Evang.	9–12	Coed	175	420	36	NP	
Northwestern College, Naperville, 1861	Q	Evang.	9–16	Coed	27	300	75	NP	
Onarga Military School, Onarga, 1864	Q	Methodist	7–12	Boys	106	800	.....	NP	Military
Pleasant Prairie Academy, German Valley, 1893	Q	Reformed	9–12	Coed	19	180	25	NP	
Pleasant View Luther College, Ottawa, 1895	Q	Lutheran	9–14	Coed	14	350	.....	NP	
St. Alban's School, Sycamore, 1912	A	PE	7–12	Boys	80	550–720	.....	NP	
Stickney School, Chicago, 1893	C	NS	K-12	Coed	10*	.....	120–280	D	
Thorpe Academy, Lake Forest, 1918	H	NS	6–12	Boys	50	1375	.....	D	Semi-Military
Todd Seminary, Woodstock, 1848	Q	NS	1–10	Boys	28	750–900	.....	P	
University High School, Chicago, 1903	Q	NS	7–11	Coed	260	.....	350	NP	
Vermilion Academy, Vermilion Grove, 1874	Q	Friends	9–12	Coed	24	.....	Free	NP	
Wheaton College Academy, Wheaton, 1860	Q	NS	9–12	Coed	46	400	100	NP	
Western Military Academy, Alton, 1879	Q	NS	7–12	Boys	289	1100	.....	P	Military
Y. M. C. A. Day High School, Chicago, 1889	Q	YMCA	7–12	Boys	574	.....	120	NP	
Zion Preparatory College, Zion	E	Zion	1–12	Coed	55	.....	.....	NP	

37 Non-Catholic Schools	3554
80 Catholic Schools	8223
117 Total	11,777

INDIANA

1	2	3	4	5	6	7	8	9	10
Boys' Preparatory School, Indianapolis, 1920	CH	NS	5–12	Boys	85	$1100	$350	NP	
Concordia College High School, Ft. Wayne, 1839	E	Lutheran	9–12	Boys	318	.....	.....	NP	Military
Culver Military Academy, Culver, 1894	Q	NS	9–12	Boys	749	1250	.....	NP	Military
Goshen Academy, Goshen, 1895	Q	Men.	9–12	Coed	25	275	60	NP	
Howe School, Howe, 1885	Q	PE	3–12	Boys	180	1200	.....	NP	Military
Marion College, Marion, 1919	CQ	Methodist	9–16	Coed	24	385	.....	NP	
Orchard School, Indianapolis, 1923	H	....	5–12	Coed	35*	.....	300	D	
Union Christian Academy, Merome, 1859	Q	Chr.	4–16	Coed	20	400	70	NP	
Weidner Institute, Mulberry, 1904	Q	Lutheran	9–12	Coed	6	250	50	NP	
9 Non-Catholic Schools					1442				
40 Catholic Schools					2001				
49 Total					3443				

1	2	3	4	5	6	7	8	9	10
Central College, Pelia, 1853.....	Q	Ref.	9–16	Coed	23	.....	$30	NP	
Des Moines University, Des Moines, 1865.....	Q	Baptist	9–16	Coed	11	.....	90	NP	
Epworth Military Academy, Epworth, 1857.....	Q	Methodist	1–12	Boys	40	$810	.....	NP	Military
Graceland College, Lamoni, 1890...	Q	LDS[1]	9–16	Coed	30	540	125	NP	
Grandview College, Des Moines, 1895	Q	Lutheran	9–14	Coed	40	300	72	NP	
Grundy College, Grundy Center, 1916	Q	....	9–14	Coed	....	.....	50–60	NP	
John Fletcher Academy, Univ. Park, 1906.....	Q	NS	8–12	Coed	50	295–325	.....	NP	
Luther College, Decorah, 1861.....	Q	Lutheran	9–16	Boys	38	450	.....	NP	
Northwestern Classical Academy, Orange Springs, 1882.....	Q	Ref.	9–12	Coed	25*	.....	25	NP	
Oak Park Academy, Nevada, 1902..	H	Adventist	9–12	Coed	....	.....	.....	NP	
Tabor College, Tabor, 1857.....	UP	PE	9–16	Coed	4	.....	.....	NP	
University of Dubuque High School, Dubuque, 1852.....	Q	Pres.	9–16	Coed	22	400	.....	NP	
Waldorf College, Forest City, 1903.	QE	Lutheran	9–14	Coed	90	300–350	75–100	NP	
Wartburg College, Clinton, 1861...	QE	Lutheran	9–16	Boys	60	240	.....	NP	
Wartburg Teachers' Seminary, Waverley, 1879.....	Q	Lutheran	8–14	Coed	87	350	.....	NP	
Western Academy, Hull, 1919.....	Q	Ref.	9–12	Coed	55	.....	50	NP	
Western Union College, Le Mars, 1900	Q	Evang.	9–16	Coed	18	500	100	NP	
17 Non-Catholic Schools.....					593				
120 Catholic Schools.....					2473				
137 Total.....					3066				

[1] Latter Day Saints or Mormon Church.

MICHIGAN

1	2	3	4	5	6	7	8	9	10
Adelphian Academy, Holly, 1904...	Q	Adventist	1–12	Coed	48	$300	.....	NP	
Detroit Country School, Detroit, 1913	Q	NS	4–12	Boys	61	.....	$350–400	NP	
Detroit University School, Detroit, 1899.....	Q	NS	1–12	Boys	94	.....	300–400	NP	
Emmanuel Missionary College, Berrien Springs, 1901.....	Q	Adventist	9–16	Coed	78	400	.....	NP	
Ferris Institute, Big Rapids, 1884..	Q	NS	8–12	Coed	154	.....	90	NP	
Grand Rapids Christian High School, Grand Rapids, 1920..... ...	Q	Ref.	9–12	Coed	150	.....	60	NP	
Grosse Point School, Grosse Piont, 1915.....	Q	NS	K–10	Coed	21	.....	425	NP	
Hope College Preparatory School, Holland, 1851.....	Q	Ref.	9–12	Coed	36	.....	40	NP	
Hudson School, Detroit.....	Q	NS	8–12	Boys	70	.....	400	NP	
Mrs. Eastman's School, Grand Rapids, 1887.....	Q	NS	K–12	Coed	20	.....	80–200	P	
Spring Arbor Seminary, Spring Arbor, 1873.....	Q	Methodist	1–12	Coed	64	250	50	NP	
Suomi College Academy, Hancock, 1896.....	Q	Lutheran	8–14	Coed	20	230	40	NP	

12 Non-Catholic Schools.....	816
77 Catholic Schools.....	4362
89 Total.....	5178

1	2	3	4	5	6	7	8	9	10
Augsburg Seminary, Minneapolis, 1869	Q	Lutheran	9–16	Boys	50	.....	$275	NP	
Bethel Institute, St. Paul, 1905	Q	Baptist	9–12	Coed	113	$300	56	NP	
Blake School, Minneapolis, 1907	Q	NS	1–12	Boys	109	1200	400	NP	
Breck School, St. Paul, 1917	Q	PE	9–12	Coed	26	.....	100	NP	
Concordia College, Moorehead	C	Lutheran	10–16	Coed	13	332	125	NP	
Concordia College, St. Paul, 1893	Q	Lutheran	9–14	Boys	198	.....	.....	NP	
Gustavus Adolphus College, St. Peter, 1862	C	Lutheran	8–16	Coed	17	280	46	NP	
Hutchinson Theological Seminary, Hutchinson	E	Adventist	9–12	Coed	38	X	.....	NP	
Luther Academy, Albert Lea, 1888	CQ	Lutheran	9–12	Coed	19	300	72	NP	
Maplewood Academy, Maple Plain, 1904	Q	Adventist	9–12	Coed	103	225	.....	NP	
Martin Luther College, New Ulm, 1884	Q	Lutheran	9–12	Coed	140	300	.....	NP	
Minnehaha Academy, Minneapolis, 1905	Q	Covenant	9–12	Coed	86	.....	64–100	NP	
Minnesota College, Minneapolis, 1904	EQ	Lutheran	9–12	Coed	126	X	50–125	NP	
Northwestern College, Fergus Falls, 1901	Q	Lutheran	9–12	Coed	22	230–360	60–80	NP	
Park Region Lutheran College, Fergus Falls, 1892	EQ	Lutheran	9–14	Coed	94	275–325	.....	NP	
Pillsbury Academy, Owatonna, 1877	Q	NS	7–12	Boys	90	850	.....	NP	Military
Red Wing Seminary, Red Wing, 1879	Q	Lutheran	9–12	Coed	64	300	.....	NP	
St. James School, Faribault, 1901	Q	PE	1–8	Boys	22	750	.....	NP	Military
St. Paul Academy, St. Paul, 1900	CH	NS	6–12	Boys	125	.....	480	NP	
Shattuck School, Faribault, 1860	Q	PE	9–12	Boys	237	1300	.....	NP	Military
20 Non-Catholic Schools					1692				
68 Catholic Schools					3540				
88 Total					5232				

1	2	3	4	5	6	7	8	9	10
Antioch School, Yellow Springs, 1921	Q	NS	1–12	Coed	15*	$800	$250	NP	
Capital University Academy, Columbus, 1830	Q	Lutheran	9–12	Coed	46	X	50	NP	
Cedarville College, Cedarville, 1894	Q	Pres.	9–16	Coed	4	350	.....	NP	
Central Institute School, Cleveland, 1888	Q	NS	8–12	Coed	350	.....	157.50	P	
Cleveland Preparatory School, Cleveland, 1911	Q	NS	9–12	Coed	150	.....	120	P	Tutoring
Clifton Open Air School, Cincinnati, 1916	Q	NS	1–8	Coed	10	.....	180–275	P	
Columbus Academy, Columbus, 1911	Q	NS	5–12	Boys	75	.....	435	NP	
Doane Academy, Granville, 1834	Q	Baptist	9–12	Coed	83	420	.....	NP	
Findlay College, Findlay, 1882	QUC	Ch. of God	9–16	Coed	29	350–450	150	NP	
Franklin School, Cincinnati, 1880	H	NS	1–12	Boys	25*	.....	300	D	
Friends Boarding School, Barnesville, 1876	Q	Friends	9–12	Coed	32	180	.....	NP	
Grand River Institute, Austinburg,	Q	NS	8–12	Coed	50	500	.....	NP	
Hawken School, Cleveland, 1915	Q	NS	1–12	Boys	50	.....	500	NP	
Miami Military Institute, Germantown, 1886	Q	NS	3–12	Boys	71	1100–1200	.....	NP	Military
Moraine Park School, Dayton, 1917	Q	NS	1–12	Coed	63	.....	100	NP	
Mt. Vernon Academy, Mt. Vernon, 1893	Q	Adventist	9–12	Coed	70	325	.....	NP	
Ohio Military Institute, Germantown, 1886	Q	NS	3–12	Boys	71	1100–1200	.....	NP	Military
Rio Grande College, Rio Grande, 1876	Q	Baptist	9–16	Coed	32	.....	60	NP	
State High School, Cleveland	Q	NS	9–12	Coed	140	.....	X	D	
University School, Cincinnati, 1903	Q	NS	K–12	Coed	150*	.....	100–360	NP	
University School, Cleveland, 1890	Q	NS	1–12	Boys	251	1125–1200	270–540	NP	
Urbana University, Urbana, 1850	Q	Swed.	11–14	Coed	6	600	150	NP	Tutoring
Western Reserve Academy, Hudson, 1826	Q	NS	8–12	Boys	85	700	250	NP	
Wilberforce University, Wilberforce, 1856	CU	Methodist	9–16	Coed	119	310	60	NP	Colored
Wittenburg College, Springfield, 1845	C	Lutheran	9–16	Coed	30	545	200	NP	
Y. M. C. A. Preparatory School, Cleveland, 1909	Q	YMCA	9–12	Boys	305	.....	162	NP	

26 Private Schools	2312
107 Catholic Schools	6581
133 Total	8893

1	2	3	4	5	6	7	8	9	10
Bethel Academy, Bethel, 1899.....	Q	Adventist	9–12	Coed	30*	$275	$40	NP	
Central Wisconsin College, Scandinavia, 1893.....	Q	Lutheran	9–14	Coed	96	325	.....	NP	
Concordia College, Milwaukee, 1881.	Q	Lutheran	9–14	Boys	226	100	.....	NP	
Gale College Academy, Galesville, 1853.....	Q	Lutheran	9–12	Coed	39	270	.....	NP	
Lutheran High School, Milwaukee..	E	Lutheran	9–12	Coed	82	X	.....	NP	
Milwaukee Country Day School, Milwaukee, 1917.....	H	NS	7–12	Boys	110	.....	300	NP	
Mission House, Plymouth, 1862....	UP	Ref.	9–16	Boys	41	.....	.....	D	
Milwaukee University School, Milwaukee, 1851.....	H	NS	K–12	Coed	75*	.....	X	NP	
Northland College, Ashland, 1892..	Q	Cong.	9–16	Coed	29	300	60	NP	
Northwestern College, Watertown, 1865.....	Q	Lutheran	9–16	Coed	140	.....	X	NP	
Northwestern Military and Naval Academy, Lake Geneva, 1900....	Q	NS	9–13	Boys	175	1325	.....	NP	Military
Racine College School, Racine, 1852.	Q	PE	7–12	Boys	36	630	225	NP	
St. John's Military Academy, Delafield, 1884.....	Q	PE	7–12	Boys	435	1150	.....	P	Military
Walderley Academy, Hines, 1925...	H	Adventist	9–12	Coed	....	X	.....	NP	
Wayland Academy, Beaver Dam, 1855.....	C	Baptist	8–12	Coed	75	600	.....	NP	

15 Non-Catholic Schools.....	1589
35 Catholic Schools.....	2415
50 Total.....	4004

NORTHWESTERN STATES

IDAHO

1	2	3	4	5	6	7	8	9	10
Gooding College, Gooding, 1913....	Q	Methodist	9–12	Coed	....	$400	.....	NP	
Intermountain Institute, Weiser, 1900	Q	NS	9–12	Coed	55	300	$70	NP	
Northwest Nazarene College, Nampa, 1915.....	Q	Nazarene	1–16	Coed	63	325	100	NP	
Rick's College, Rexburg, 1888.....	Q	LDS	11–14	Coed	89	.....	30	NP	
4 Non-Catholic Schools.....					117				
6 Catholic Schools.....					123				
10 Total.....					240				

MONTANA

1	2	3	4	5	6	7	8	9	10
Polytechnic Institute, Billings, 1908	Q	Baptist	9–14	Coed	85	$350–450	.....	NP	

1	Non-Catholic School	85
7	Catholic Schools	596
8	Total	681

NEBRASKA

1	2	3	4	5	6	7	8	9	10
Concordia Teachers College, Seward, 1894	Q	Lutheran	9–14	Coed	220	$200	Free–$100	NP	
Dana College, Blair, 1884	U	Lutheran	9–16	Coed	49	.....	.....	NP	
Grand Island College, Grand Island, 1892	Q	Baptist	9–16	Coed	2	450	.....	NP	
Hastings College, Hastings, 1882	Q	Pres.	9–16	Coed	29	311	80	NP	
Hebron Academy, Hebron, 1911	QS	Lutheran	9–12	Coed	97	200	.....	NP	
Luther College, Wahoo, 1883	Q	Lutheran	9–14	Coed	105	260	.....	NP	
Lutheran Seminary, Seward, 1894	Q	Lutheran	9–14	Coed	190	100	.....	NP	
Midland College, Fremont, 1887	Q	Lutheran	9–16	Coed	12	400	.....	NP	
Nebraska Central College, Central City, 1899	Q	Friends	8–16	Coed	12	200	50	NP	
Nebraska Wesleyan University, Univ. Place, 1888	Q	Methodist	9–16	Coed	42	.....	Free	NP	
Shelton Academy, Shelton, 1919	H	Adventist	9–12	Coed	....	X	.....	NP	
Union College, College View, 1891	Q	Adventist	9–16	Coed	31	390	.....	NP	
York College, York, 1890	Q	Unit. Breth.	9–16	Coed	11	.....	50	NP	

13 Non-Catholic Schools	800
39 Catholic Schools	823
52 Total	1623

NORTH DAKOTA

1	2	3	4	5	6	7	8	9	10
Jamestown College, Jamestown, 1882	AC	Pres.	9–16	Coed	9	$350	$71	NP	
1 Non-Catholic School					9				
11 Catholic Schools					185				
12 Total					194				

SOUTH DAKOTA

1	2	3	4	5	6	7	8	9	10
Augustana College Academy, Sioux Falls, 1860	Q	Lutheran	9–12	Coed	37	$300	$70	NP	
Freeman Junior College, Freeman	E	Men.	9–14	Coed	60	.....	.....	NP	
Huron College, Huron, 1883	CU	Pres.	9–16	Coed	28	280	120	NP	
Plainview Academy, Redfield, 1901	Q	Adventist	9–12	Coed	48	216	.....	NP	
Ward Academy, Academy, 1892	Q	Cong.	9–12	Coed	25	265	X	NP	
Wessington Springs Junior College, Wessington Springs, 1887	C	Methodist	7–14	Coed	34	275	80	NP	
6 Non-Catholic Schools					232				
16 Catholic Schools					252				
22 Total					484				

WYOMING

1	2	3	4	5	6	7	8	9	10
C. M. Ranch School, DuBois, 1920..	H	NS	....	Boys	....	X	.....	D	
Valley Ranch School, Valley, 1922..	QH	NS	9–12	Boys	35	$1550	.....	P	
2 Non-Catholic Schools					35				
1 Catholic School					11				
3 Total					46				

SOUTHWESTERN STATES

ARIZONA

1	2	3	4	5	6	7	8	9	10
Evans School, Tucson, 1902.....	H	NS	....	Boys	25	$1600	.....	D	
Gila College, Thatcher, 1891.....	Q	LDS	11–14	Coed	40*	.....	$30	NP	
Mesa Ranch School, Mesa, 1922....	Q	NS	....	Boys	20	1500–1750	.....	P	Tutoring
Phoenix Day School, Phoenix, 1925.	Q	NS	K–12	Coed	12	.....	270	NP	
4 Non-Catholic Schools.....					97				
3 Catholic Schools.....					53				
7 Total.....					150				

COLORADO

1	2	3	4	5	6	7	8	9	10
Colorado Military Academy, Denver, 1903	Q	PE	1–12	Boys	10	$600	$250	NP	Tutoring Military
Pitts School, Denver, 1919	Q	NS	7–12	Coed	50*	.....	X	P	Tutoring
2 Non-Catholic Schools					60				
15 Catholic Schools					635				
17 Total					695				

KANSAS

1	2	3	4	5	6	7	8	9	10
Bethel College, Newton, 1887.....	QP	Men.	9–16	Coed	20	$450	.....	NP	
Central College and Academy, McPherson, 1914.....	Q	Methodist	7–14	Coed	73	250	.....	NP	
Haviland Friends Academy, Haviland, 1892.....	Q	Friends	9–14	Coed	27	250	$60	NP	
Hesston Academy, Hesston, 1909...	Q	Men.	9–12	Coed	105	300–325	60–80	NP	
Hillsboro Bible School, Hillsboro, 1890.....	Q	Men.	9–10	Coed	13	111	.....	NP	
Kansas Military Academy, Oswego, 1919.....	Q	NS	2–12	Boys	80	750	.....	NP	
Miltonvale Wesleyan Academy, Miltonvale, 1909.....	Q	Methodist	9–14	Coed	24	300	.....	NP	
North Branch Academy, North Branch, 1889.....	Q	Friends	9–12	Coed	19	.....	36	NP	
St. John's Lutheran College, Winfield	C	Lutheran	9–15	Coed	120	130–250	.....	NP	
St. John's Military School, Salina, 1887.....	Q	PE	4–12	Boys	80	650–780	.....	NP	Military
Western University, Kansas City...	CU	Methodist	9–16	Coed	139	168–216	.....	NP	Colored
11 Non-Catholic Schools.....					700				
22 Catholic Schools.....					1337				
33 Total.....					2037				

1	2	3	4	5	6	7	8	9	10
Carroll County Institute, Blue Eye.	A	Baptist	9–12	Coed	20	.....	.....	NP	
Central Wesleyan College, Warrenton, 1864	Q	Methodist	9–16	Coed	45	$276	.....	NP	
City College of Law and Finance, St. Louis, 1908	CU	NS	10–16	Coed	65	.....	X	D	
Country Day School, Kansas City, 1910	Q	NS	1–12	Boys	60	.....	$250–500	NP	
John Burroughs School, St. Louis, 1922	Q	NS	7–12	Coed	109	.....	500	NP	
Kemper Military Academy, Booneville, 1844	Q	NS	9–14	Boys	286	900	.....	P	Military
Kidder Institute, Kidder	H	Cong.	9–12	Coed	75*	X	.....	NP	
Lagrange College, Lagrange, 1858	Q	Baptist	9–14	Coed	48	337	100	NP	
Miss Evans' School, St. Louis, 1910.	Q	NS	1–12	Coed	4	.....	800–1125	P	Tutoring
Missouri Military Academy, Mexico, 1889	Q	NS	2–12	Boys	200	X	.....	P	Military
Palmer College, Albany, 1865	Q	NS	10–14	Coed	16	375	90	NP	
Park College, Parkville, 1875	CQ	Pres.	10–16	Coed	20	300	60	NP	
Pembroke School, Kansas City, 1925	H	NS	1–12	Boys	....	1000	X	D	
Principia, St. Louis, 1898	Q	CS	K–14	Coed	186	1200	325	NP	
St. Louis Country Day School, St. Louis, 1917	Q	NS	5–12	Boys	210	.....	450	NP	
St. Paul's College, Concordia, 1883	Q	Lutheran	9–14	Boys	117	175	.....	NP	
School of the Ozarks, Hollister, 1907.	Q	Pres.	8–12	Coed	60	Free–150	.....	NP	
Geo. S. Smith College, Sedalia	E	Methodist	9–12	Coed	54	X	X	NP	Colored
Southwest Academy and Junior College, Bolivar, 1878	Q	Baptist	9–14	Coed	60*	275–325	X	NP	
University High School, Columbia	Q	NS	7–12	Coed	62	.....	20	NP	
Wentworth Military Academy, Lexington, 1880	Q	NS	7–14	Boys	225	810	.....	NP	Military
Will Mayfield College, Marble Hill, 1878	CQ	Baptist	9–14	Coed	51	260–330	72	NP	÷
William Jewell College, Liberty, 1849	U	Baptist	9–16	Boys	24	.....	.....	NP	

23	Non-Catholic Schools	1997
40	Catholic Schools	2746
63	Total	4743

NEVADA

1	2	3	4	5	6	7	8	9	10
0 Schools									

NEW MEXICO

1	2	3	4	5	6	7	8	9	10
Harwood Boys' School, Albuquerque, 1886	Q	Methodist	4–12	Boys	30	$80	.....	NP	
Los Alamos Ranch School, Otowi, 1917	Q	NS	7–12	Boys	30	2400	.....	NP	
2 Non-Catholic Schools					60				
5 Catholic Schools					136				
7 Total					196				

OKLAHOMA

1	2	3	4	5	6	7	8	9	10
Bethany-Peniel College, Bethany, 1899	C	Nazarene	8–14	Coed	79	$280	$85	NP	
Fulsom Training School, Smithville, 1920	Q	Methodist	6–12	Coed	70	245	40	NP	
Holland Hall, Tulsa, 1922	Q	NS	K–12	Coed	4	.....	225–425	NP	
Oklahoma Baptist University, Shawnee, 1915	Q	Baptist	9–16	Coed	39	.....	77	NP	
Oklahoma Christian College, Cordell, 1907	Q	Ch. of Chr.	9–14	Coed	20	.....	56	NP	
Oklahoma Military Academy, Claremore, 1919	Q	NS	9–14	Boys	140	500	.....	NP	Military
Tecumseh College, Tecumseh, 1917	Q	Baptist	....	Coed	12	250	.....	NP	
7 Non-Catholic Schools					364				
30 Catholic Schools					490				
37 Total					854				

UTAH

1	2	3	4	5	6	7	8	9	10
Brigham Young University, Provo, 1875	Q	LDS	7–16	Coed	110	.....	$37.50	NP	
Dixie College, St. George, 1911	Q	LDS	11–14	Coed	52	.....	18	NP	Tutoring
Ferron-Wasatch High School, Ferron, 1919	Q	Pres.	9–11	Coed	12	.....	40	NP	
Latter Day Saints Seminary, Am. Fork, 1917	Q	LDS	9–12	Coed	82	.....	Free	NP	
Lehi Seminary, Lehi	H	LDS	9–12	Coed	50*	.....	X	NP	
Wasatch Academy, Mt. Pleasant, 1875	Q	Pres.	1–12	Coed	115	$195	18	NP	
Westminster College, Salt Lake City, 1875	Q	Pres.	9–14	Coed	75	340	60	NP	
7 Non-Catholic Schools					496				
1 Catholic School					34				
8 Total					530				

1	2	3	4	5	6	7	8	9	10
A to Zed School, Berkeley, 1907.....	Q	NS	4–14	Coed	153	.....	X	P	
The Beach School, Coronado Beach, 1913.....	Q	NS	K–12	Coed	10	.....	$200–500	P	Tutoring
Berkeley Hall School, Beverley Hills, 1910.....	Q	CS	K–9	Coed	6	$900	100–300	P	
California Military Academy, Los Angeles, 1906.....	Q	NS	1–9	Boys	150	650–800	300–350	P	Military
California Preparatory School, Covina, 1917.....	Q	NS	5–12	Boys	91	1200	400	P	
Cogswell Polytechnic School, San Francisco, 1887.....	Q	NS	9–12	Coed	350	.....	.....	NP	
College of the Pacific, Stockton, 1851	UP	Methodist	9–16	Coed	27	.....	.....	D	
Cora L. Williams Institute, Berkeley, 1917.....	Q	NS	K–13	Coed	40	.....	100–600	P	
Deane School, Santa Barbara, 1912..	C	NS	6–12	Boys	72	1600	.....	NP	
Del Monte Military Academy, Pacific Grove.....	C	NS	K–12	Boys	....	800	.....	D	Military
Deep Springs School, Deep Springs, 1917.....	Q	NS	10–14	Boys	10	.....	.....	NP	
Drew School, San Francisco.....	Q	NS	2–12	Coed	242	.....	240–500	P	Tutoring
Forest Hill School, Carmel, 1915....	Q	NS	1–8	Coed	15	1000	200	P	
Francis W. Parker School, San Diego, 1913.....	Q	NS	K–12	Coed	45	.....	160–350	NP	
Harvard School, Los Angeles, 1900.	Q	PE	6–12	Boys	284	900	280	NP	Military
Hicks School, Santa Barbara, 1903..	Q	NS	1–12	Boys	19	.....	200–350	P	
Hollywood Military Academy, Los Angeles, 1912.....	H	NS	5–12	Boys	....	.....	.....	D	Military
Howes Academy, Sacramento, 1873.	Q	Adventist	....	Coed	....	.....	1500	P	Tutoring
La Sierra Academy, Arlington, 1922	Q	Adventist	9–12	Coed	79	275	.....	NP	
Lodi Academy, Lodi, 1908.....	CH	Adventist	9–12	Coed	120	290	.....	NP	
Long Beach Military Academy, Long Beach, 1910.....	Q	NS	2–9	Boys	6	600–800	.....	P	Military
Los Angeles Coaching School, Los Angeles, 1920.....	Q	NS	7–12	Coed	100	.....	450	P	Tutoring
Los Angeles Pacific Junior College, Los Angeles.....	E	Methodist	9–14	Coed	58	.....	.....	D	
Menlo School, Menlo Park, 1914...	CH	NS	1–12	Boys	85*	1100	400	D	Military
Montezuma Mountain School, Los Gatos, 1912.....	Q	NS	1–12	Boys	150	1500	1200	P	

1	2	3	4	5	6	7	8	9	10
Oneonta Military Academy, South Pasadena, 1915	H	NS	1–12	Boys	....	.....	.....	D	Military
Pacific Military Academy, Culver City, 1922	Q	NS	1–12	Boys	35	$1000	$200	NP	Military
Pacific Union College, St. Helena, 1909	Q	Adventist	9–16	Coed	60	350	.....	NP	
Page Military Academy, Los Angeles, 1908	CQ	NS	1–8	Boys	79	800–900	500	P	Military
Palo Alto Military Academy, Palo Alto, 1919	C	NS	1–8	Boys	36	720	200	D	Military
Pasadena School of Tutoring, Pasadena, 1918	Q	NS	....	Coed	46	.....	500–700	P	
Pasadena College Academy, Pasadena, 1902	QE	Nazarene	7–12	Coed	74	338	120	NP	
Polytechnic Elementary and Junior High School, Pasadena, 1907	Q	NS	1–9	Coed	50	.....	235–450	NP	
Potter School, San Francisco, 1912	Q	NS	1–13	Boys	100	.....	225–330	P	
Raymond School, San Francisco, 1900	Q	NS	1–12	Coed	23	.....	225–945	P	Tutoring
San Diego Army and Navy Academy, San Diego, 1910	QC	NS	1–12	Boys	197	800	200	P	Military
San Rafael Military Academy, San Rafael, 1925	Q	NS	1–14	Boys	75	900–1000	250–350	P	Military
Santa Barbara School, Carpinteria, 1910	C	NS	7–12	Boys	40	1500	.....	D	
Southwest Military Academy, Long Beach, 1923	Q	NS	1–12	Boys	50	750–850	350	NP	Military
Tamalpais School, San Rafael, 1878	Q	NS	6–12	Boys	106	1250	400	NP	
Thacher School for Boys, Ojai, 1889	Q	NS	8–12	Boys	62	1800	.....	NP	
University of Southern California High School, Los Angeles, 1880	Q	Methodist	7–12	Coed	114	.....	100	NP	
Urban Military School, Los Angeles, 1903	Q	NS	1–12	Boys	86	2000	1000	P	Military
Webb School of California, Claremont, 1922	Q	NS	8–12	Boys	50	1300	.....	P	
West Coast Military Academy, Palo Alto, 1920	CH	NS	1–8	Boys	10*	720	200	D	Military
Yale School, Los Angeles, 1900	Q	NS	2–12	Boys	30	800	175	P	Semi-Military
46 Non-Catholic Schools					3435				

OREGON

1	2	3	4	5	6	7	8	9	10
Allen Preparatory School, Portland, 1901	CH	NS	9–12	Coed	....	.....	$200	D	
Hill Military Academy, Portland, 1901	Q	NS	4–12	Boys	150*	$800	160	P	Military
Laurelwood Academy, Gaston, 1903	Q	Adventist	9–12	Coed	75	275	.....	NP	
Oregon Institute of Technology, Portland, 1908	Q	YMCA	9–12	Boys	95	.....	155	NP	
Pacific College Academy, Newberg, 1885	Q	Friends	9–12	Coed	28	257–302	60	NP	
Sutherlin Academy, Sutherlin, 1919.	Q	Adventist	1–10	Coed	50	.....	65	NP	
6 Non-Catholic Schools					398				
12 Catholic Schools					493				
18 Total					891				

WASHINGTON

1	2	3	4	5	6	7	8	9	10
Brookline School, Seattle, 1917.....	Q	NS	1–8	Coed	....	$550	$100–150	P	
Lakeside Day School, Seattle, 1923.	Q	NS	1–12	Boys	47	925–975	475–525	NP	
Madison School, Seattie, 1915.....	Q	YMCA	5–8	Boys	42	.....	100	NP	
Moran School for Boys, Moran School, 1914.....	Q	NS	7–12	Boys	80	1400	.....	NP	Military
Pacific Lutheran Academy, Parkland, 1894.....	Q	Lutheran	9–15	Coed	65	335	75	NP	
Seattle Pacific College, Seattle, 1893	Q	Methodist	1–16	Coed	74	308–328	60–80	NP	
Spokane Colege, Spokane, 1907....	Q	Lutheran	9–14	Coed	35	307	85	NP	
W alla WallaCollege, College Park, 1892.....	Q	Adventist	9–16	Coed	80	330	37	NP	
Yakima Valley Academy, Granger..	E	Adventist	1–12	Coed	58	X	.....	NP	
9 Non-Catholic Schools.....					481				
10 Catholic Schools.....					1239				
19 Total.....					1720				

ADDENDA

1	2	3	4	5	6	7	8	9	10
Buckley School for Boys, N. Y. C. 93	Q	NS	1–12	Boys	60	.....	$450–650	P	
Cedar Lake Academy, Cedar Lake, Mich., 1898	C	Adventist	1–12	Coed	....	300	80	NP	
Montclair Academy, Montclair, N. J. 1887	Q	NS	1–12	Boys	200	1200–1400	250–450	P	

APPENDIX B

LIST OF COUNTRY DAY SCHOOLS OR SCHOOLS WITH COUNTRY DAY FEATURES*

New England States

Belmont Hill School, 1923
Berwick Academy
Brown and Nichols School, 1923
Brunswick School, 1902

Carmel Hall School
Chestnut Hill School, 1919
Community School
Country Day School for Boys of Boston, 1907

Derby Academy, 1922

Edgewood School, 1910

Framingham Country Day School, 1923
Friends' Academy

Hallock School
Hampden Hall, 1912
Hopkins Grammar School, 1925
Huntington School, 1924

King School
Kingswood School, 1916

Litchfield School

Long Meadow School
Longwood Day School, 1913

Massee School
Milton Academy, 1921

Noble and Greenough, 1920
North Shore Country Day School, 1922

Portland Country Day School, 1925
Providence Country Day School, 1923

Rivers School, 1915

Unquowa School, 1917

Middle Atlantic States

Abington Friends' School
Arnold School, 1908

Barnard School, 1912

Carteret Academy
Carnot Country Day School
Chestnut Hill Academy, 1923

Donaldson School

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*The dates signify the date of founding or of the reorganization as a country day school as given in Sargent's "Handbook of American Private Schools, 1925–1926."

Episcopal Academy, 1921

Flatbush School
Franklin and Marshall Academy
Friends' Central School, 1925

Germantown Academy
Gilman Country Day School, 1897

Harrisburg Academy, 1920
Haverford School, 1920
Horace Mann School, 1915

Kalbfus School
Kew Forest School
Kohut School 1908

Lawrence School (N.Y.), 1914
Lawrence School (Pa.)

Meadowbrook School
Montgomery School, 1915
Morristown School

Newcastle School
Nichols School, 1910

Oak Lane Country Day School, 1916
Park School (Md.), 1912
Park School (N. Y.), 1910
Perkiomen Seminary
Pingry School, 1919
Polytechnic Preparatory School, 1917
Princeton Junior School, 1925
Prospect School

Riverdale School, 1907
Roger Ascham School
Rye Country Day School, 1921

St. Albans' School, 1909
Scarborough School, 1913
Scranton Country Day School, 1921
Sewickley School, 1925
Shadyside Academy, 1920

Tower Hill School
Troy Country Day School, 1925

University School, (Md.)
Utica Country Day School, 1920

Wagner Memorial High School
Wardlaw School
William Penn Charter School, 1925
Woodmere Academy, 1914

Southern States

Baylor School, 1920

Fork Union Military Academy

McCallie School, 1920
Mississippi Heights Academy, 1921
Montgomery-Bell Academy, 1921
Mount Zion Academy

Norfolk Academy
Norfolk Country Day School, 1920

Oak Hill Academy

Pape School, 1901

Reinhardt College

St. Christopher's School, 1920
Shore Crest School 1923

NORTH CENTRAL STATES

Blake School, 1911
Boys' Preparatory School, 1920
Broadview College

Cleveland University School
Columbus Academy, 1911

Detroit University School, 1924

Grosse Point School

Hawken School, 1922

Keith Country Day School, 1916

Milwaukee Country Day School, 1907
Moraine Park School, 1917

St. Paul Academy, 1914

SOUTHWESTERN STATES

Colorado Military Academy

Harwood Boys' School

Kansas City Country Day School, 1910
John Bourroughs School, 1923

Pembroke School, 1924
Phoenix Day School

St. Louis Country Day School, 1917

PACIFIC COAST STATES

Deane School, 1912

Hicks School, 1903

Lakeside Day School, 1925

Talmalpais School, 1925

Webb School, 1913

APPENDIX C

LIST OF TWO HUNDRED NON-CATHOLIC SCHOOLS STUDIED FOR AIMS AND METHODS

New England States

Abbott School
*Andover Academy

*Berkshire School
Berwick Academy
*Brewster Free Academy
Bridgton Academy
Brown and Nichols School
Brunswick School
Barr and Burton School

Caledonia County Academy
Carmel Hall School
Chauncey Hall School
*Choate School
*Coburn Classical Institute
Colby Academy
*Cushing Academy

*Dean Academy
DeMotte School
DeWitt Clinton Hebbard School
Dummer Academy

East Greenwich Academy
East Maine Conference Seminary
*Exeter Academy

Fay School
Fryeburg Academy

Gould Academy
*Groton School
Gunnery School

Higgins Classical Institute
Hopkins Grammar School
*Hotchkiss School
Huntington School

*Kent School
*Kents Hill Seminary
*Kimball Union Academy

Lawrence School
*Loomis Institute
*Lyndon Academy

Massee School
Mitchell School
*Mt. Hermon School

*New Hampton Literary Institute
Noble and Greenough School

*Proctor Academy

Ricker Classical Institute
*Ridgefield School
Rivers School

*St. George's School
*St. Mark's School
*St. Paul's School

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*Schools starred studied intensively for methods.

Salisbury School
Sanborn Seminary
Stearns School
Suffield Academy

*Taft School
Thayer Academy
*Tilton Seminary

*Westminster School
Wheeler School
*Wilbraham Academy
*Williston Academy
*Worcester Academy

MIDDLE ATLANTIC STATES

Adirondack-Florida School
Albany Academy

*Blair Academy
*Bordentown Military Academy

Carteret Academy
*Cazenovia Seminary
Chestnut Hill School
*Cook Academy

*De Veaux School

Episcopal Academy
Ethical Culture School

*Franklin and Marshall Academy

*Genesee Wesleyan Seminary
*George School
Germantown Academy
Germantown Friends' School
*Gilman Country Day School

*Hackley
*Harrisburg Academy
*Haverford School
*Hill School

*Irving School

Keystone Academy
Kingsley School
*Kiskimenitas School
Kohut School

*Lake Placid School
*Lawrenceville School
Lincoln School

Manumit School
Marquand School

Nichols School

Oak Lane Country Day School

Park School (Md.)
*Pawling School
*Peddie School
Peekskill Military Academy
Pennington School
Pittsburg Academy
*Princeton Preparatory School

Riverdale School
*Rutgers Preparatory School

*St. Alban's School
*St. Luke's School
*St. Paul's School
Shadyside Academy
Silver Bay School
Starkey Seminary
Stanton-Loomis School

*Stony Brook School
Storm King School
*Swarthmore Preparatory School

*Tome School

*Wenonah Military Academy
William Penn Charter School
Woodward School
*Wyoming Seminary

York Collegiate Institute

SOUTHERN STATES

*Asheville School

*Baylor School
*Blue Ridge School
*Branham and Hughes Military Academy

*Christ Church School
*Coral Gables Military Academy

*Fork Union Military Academy

*Locust Grove Institute

*McCallie School
Monteverde

Norfolk Academy

*St. Christopher's School
Simpson School
*Snead Seminary
Starke's University School
*Staunton Military Academy

*Texas Military Academy

*Virginia Episcopal School

*Webb School
*Woodberry Forest School

NORTH CENTRAL STATES

Bethel Academy
*Blake School

Chaddock School
Concordia College (Minn.)
*Culver Military Academy
*Elmhurst College Academy

Goshen Academy

Hudson School

Lake Forest Academy
Luther Academy

*Miami Military Institute
Minnehaha Academy
Mooseheart
Moraine Park School

North Park College

*Onarga Military Academy
*Ohio Military Institute

*Red Wing Seminary

St. James' School
*St. John's Military Academy
St. Paul Academy
*Shattuck School

University School (Ohio)
Urbana Junior College

*Wartburg College Academy
*Wayland Academy
*Western Reserve Academy
*Wheaton Academy

Vermilion Academy

NORTHWESTERN STATES

C. M. Ranch
Valley Ranch School
*Wessington Springs Junior College

SOUTHWESTERN STATES

Evans School

John Burroughs School

Kansas City Country Day School
*Kemper Military Academy

Los Alamos Ranch School

*Missouri Military Academy

Pembroke School

The Principia

St. John's Lutheran College
St. John's Military School

St. Louis Country Day School

*Wentworth Military Academy

PACIFIC COAST STATES

A to Zed School

*California Prepatory School

*Deane School
Drew's School

*Harvard School
*Hill Military Academy

Lodi Academy
Los Angeles Coaching School

Madison School
*Moran School

*Potter School

*San Diego Army and Navy School

*Talmalpais School
*Thacher School

*Urban Military Academy

APPENDIX D

LIST OF SCHOOLS STUDIED AS TO THE HOMES OF THE STUDENTS ENROLLED

New England States

Andover Academy

Barr and Burton School
Berkshire School

Choate School
Coburn Classical Institute
Colby Academy
Cushing Academy

Dean Academy
De Motte School
Dummer Academy

Exeter Academy

Fay School

Groton School
Gunnery School

Hebron Academy
Hotchkiss School

Kent School
Kents Hill Seminary
Kimball Union Academy

Lyndon Institute

Middlesex School
Milton Academy
Moses Brown School

Montpelier Seminary

New Hampton Literary Institute

Pomfret School
Proctor Academy

Roxbury School
Rumsey Hall School

St. George's School
St. John's Preparatory School
St. Mark's School
St. Michael's College
Salisbury School
Samborn Seminary
Suffield School

Taft School
Tilton Seminary

Vermont Academy

Westminster School
Williston Seminary
Worcester Academy

Middle Atlantic States

Blair Academy
Bordentown Military Institute

Cazenovia Seminary

De Veaux School

Franklin and Marshall Academy

Genesee Wesleyan Seminary

Hackley School
Hill School
Hoosac School

Irving School

Kiskimenitas School

Lake Placid School
Lawrenceville School
Leonard Hall School

Mt. St. Joseph's College

Newman School

Pawling School
Peddie School
Pennington School
Pennsylvania Military College
Princeton Preparatory School

St. Alban's School
St. Luke's School
St. Paul's School
Silver Bay School
Starkey Seminary
Storm King School
Stony Brook School

Tome School

Wenonah Military Academy
Westtown School

SOUTHERN STATES

Asheville School

Baylor School
Branham and Hughes Academy
Blue Ridge School

Christchurch School

Fork Union Military Academy

Locust Grove Institute

McCallie School
Monteverde School

St. Christopher's School

Tennessee Wesleyan College

Virginia Episcopal School

Woodberry Forest School

NORTH CENTRAL STATES

Augustana College
Aurora College

Bethel Institute

Culver Military Academy

Elmhurst College Academy

Lake Forest Academy
Luther Academy

Miami Military Institute

Minnehaha Academy

North Park College

Onarga Military Academy

Red Wing Seminary

St. John's Military School
St. Norbert's College
Shattuck School

Wayland Academy
Wheaton Academy

SOUTHWESTERN STATES

Kemper Military Academy

Missouri Military Academy

St. Mary's College

Wentworth Military Academy

PACIFIC COAST STATES

California Preparatory School

Harvard School

Mt. Angel College and Seminary

Palo Alto Military Academy
Pacific Military Academy
Pasadena School of Tutoring

St. Martin's College
San Diego Military and Naval School

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